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ABSTRACT

This manual is designed as a laboratory experience guide and workbook for postsecondary students in courses on caring for infants and toddlers in a child care setting. It is divided into six units: (1) Guidance and Interactions, (2) Physical Development, (3) Intellectual Development, (4) Social and Emotional Development, (5) Environments, and (6) Nutrition and Health. Each unit includes performance objectives, an overview of the unit topics, suggested readings for in-depth study, and laboratory experiences that require the student to observe and participate in the care of infants and toddlers in a child care setting. For each observation or participation experience, a sheet is provided that details the learning objective and directions and provides key questions to be answered. Each unit includes participation evaluation forms to be completed when the instructor observes the student during a participation exercise. Other components of the manual are "Guidelines for Successful Lab Experiences," a glossary, and a bibliography. (YLB)

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Caregivers of Infants and Toddlers: Student Laboratory Manual

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Introduction

Caregivers of Infants and Toddlers is designed to guide you as you learn about caring for infants and toddlers. The experiences in each unit are designed for use with your course in caring for infants and toddlers. The laboratory (lab) experiences require you to observe and participate in the care of infants and toddlers in a child care setting.

The manual is divided into six units plus a glossary and a bibliography. Each unit includes: Performance Objectives, An Overview, and Lab Experiences. The first page of the unit lists the performance objectives. The objectives list what you should be able to do after you finish the unit. The unit overview gives information on the unit topic. At the end of the overview several books are listed. Read these references for more information. The lab experiences provide opportunities for you to observe and participate in activities related to the unit topic in a child care setting. Observation experiences require you to observe infants and toddlers, and answer questions about your experiences. Participation experiences require you to plan activities and work directly with the children. Each unit includes Participation Evaluation forms to be completed when your instructor observes you during a participation experience.

Caregivers of Infants and Toddlers is a workbook. Write your descriptions of the lab experiences in the manual. These lab experience reports may be turned in to your instructor for evaluation and feedback. This manual will assist you in gaining knowledge, skills, and positive attitudes about the care of infants and toddlers in group care settings. The classroom learning experiences provided by your instructor and your reading assignments will help you become a competent caregiver of infants and toddlers.

Guidelines for a Successful Lab Experience

You and your instructor will work together to decide which laboratory (lab) experiences you will do in each unit. Some courses may allow enough time for you to complete all of the lab experiences. Whichever activities you do, the following guidelines will help you have successful lab experiences.

1. *Always read the unit overview and assigned readings.* You will need an understanding of the topic before you begin your observation and participation experiences.

2. *Notice the learning objective of each lab experience before beginning the experience.* The learning objective tells you the purpose of the lab experience. Reaching this learning objective will help you achieve one of the performance objectives at the beginning of the unit.

3. *Read and follow the directions for each lab experience carefully.* When you have completed the experience, answer the key questions for the lab experience.

4. *Plan ahead.* Work with your course instructor to plan which lab experiences you will complete and where they will be carried out. Work also with the caregiver of the room or group where you will be carrying out your lab assignment. Together, plan the date, time, and group of children you will work with. Get both your instructor's and the caregiver's approval for the lab experience you are planning. Be sure that both your instructor and the child caregiver know what you will be doing each time you visit.

5. *Be reliable.* If you are scheduled to be at the child care center to conduct an experience with the children, be sure to arrive on time and follow through with your plans. Most experiences will take 30 to 60 minutes depending on whether you are participating or observing.

6. *If you are already employed at a child care center, work with both your instructor and your center director to schedule your lab experiences.* You may be able to complete some of the experiences with your own group of infants or toddlers. If you need to visit other rooms in your center or another center, you will want to check this out with your instructor and the director.

Performance Objectives

Guidance and Interactions Unit I

Grouping

- Summarize state and federal guidelines regarding child-staff ratios for infants and toddlers.
- Describe acceptable and optimal grouping patterns for infants and toddlers.

Planning

- Plan flexible and well-balanced daily routines for infants and toddlers.
- Plan age-appropriate experiences for infants and toddlers.

Interactions

- Discuss the reciprocal nature of infant and toddler caregiver interactions and how this influences caregiving.
- Explain the infant's and toddler's need for a consistent caregiving environment.
- Explain how to prepare infants and toddlers for change.
- Demonstrate appropriate proportions of initiating and responding behaviors.
- Demonstrate respect for individual differences and needs when caring for infants and toddlers.
- Discuss the difference between quality caregiving and custodial caregiving.
- Describe the characteristics of a quality caregiver.
- Observe infants and toddlers closely for signs of development, illness, and emotional well-being.
- Use information obtained from observations of infants and toddlers toguide caregiving.

Guidance

- Demonstrate age-appropriate use of positive guidance techniques with infants and toddlers.
- Discuss ways to prevent and deal with common behavior problems.

An Overview

Guidance of infants and toddlers in day care involves careful planning and skillful interactions. Caregivers need to know how to: group infants and toddlers, plan daily routines and activities, interact skillfully, and use appropriate guidance techniques. The discussion which follows reviews each of these topics briefly. More complete information on these topics can be found in the references listed on p. 6.

Grouping

Infants and toddlers in day care are grouped in different ways. For example, one group of infants and their caregiver may have their own room. A small group of toddlers and their caregiver may share a room with another group and caregiver. A large group of toddlers may be in the same room sharing several caregivers. No matter what the arrangement, the number of children who can be cared for by a caregiver is determined by state or federal guidelines.

State and federal guidelines give the child-staff ratios for each age range. For example, Texas guidelines require a ratio of one caregiver to five infants under 11 months old. The ratio for two-year-olds is one caregiver to 11 children. The child-staff ratios in the federal standards are often lower than those in state guidelines. Each child care center is required to meet minimum state standards for child-staff ratios. Centers which receive federal funding must also meet the child-staff ratios required in the federal guidelines.

Planning

Planning for infants and toddlers involves preparing the environment and scheduling events. When planning for infants and toddlers, emphasis should be placed on preparing the environment. An interesting space arrangement and a variety of appropriate toys promote development. Scheduling is apparent in the sequence of daily routines. For infants, scheduled routines may include diaper checks and changes, naps, snacks, and lunch. Caregivers should use opportunities throughout the day to interact with the infants as they play. At times the caregiver may provide individually planned experiences as indicated by the interests of the child. The important point to remember for infants is to plan and schedule around the needs of the infant.

Toddlers' schedules should provide plenty of time for exploration. Toddlers should generally be free to explore the prepared environment during most of the day. Gradually they become able to participate in small group activities as well as individual activities. Then opportunities to participate in planned experiences can be offered. Daily group routines such as lunch, nap or rest, and outdoor play, may be scheduled more regularly.

Interactions

Throughout the day, interactions between child and caregiver are *reciprocal*. This means that the behaviors of the child influence the behaviors of the caregiver and those of the caregiver influence the child. This might be thought of as a "dance" where the child and the caregiver are partners. The responsive caregiver is sensitive to cues given by the child and responds accordingly. In turn, the aware infant responds to the caregiver.

In most interactions the caregiver should act as a *facilitator* of learning. The caregiver sets up a stimulating environment that invites the child to make choices. The observant caregiver interacts by supporting and encouraging the child. The caregiver does *not* pressure the child.

Guidance

To promote smooth interactions between children and caregivers various guidance techniques are used. Modeling, redirection, positive statements, and positive reinforcement are guidance techniques which might be used with both infants and toddlers. Removing the child from the group or activity is another guidance technique which might be used with toddlers. This technique is sometimes called *sit out and watch* or *time out*.

A caregiver uses *modeling* to show the children how to behave. For example, the caregiver eats with a spoon. The child desires to model this behavior and gradually learns to eat with a spoon, too.

Redirection is used when a caregiver sees that a behavior problem is about to develop. For example, if a child becomes too active in block play, the caregiver may choose to redirect the child's play. The child is offered a choice of some other activity or shown a more acceptable way to play with blocks.

The use of *positive statements* is effective when directions are given to a child. The child is told what to do instead of what not to do. For example, the caregiver says, "Roll the ball indoors," instead of "Don't kick the ball."

To encourage desirable behaviors the caregiver uses *positive reinforcement*. Behaviors that are rewarded will occur again. The infant who coos and babbles is rewarded by attention from the caregiver. The cooing behavior is positively reinforced or rewarded and will be repeated. Likewise, a toddler who is praised for offering a toy to another child is more likely to share again.

Removing the toddler from the group or activity, *sit out and watch*, is sometimes used as a response to harmful behaviors. Each time the child hurts someone or is destructive, the child sits out briefly and watches. The toddler is told what behavior is unacceptable. After a few minutes, the child is invited to return and try again. Some child development authorities question the usefulness of this method with a toddler. They feel the toddler is too young to understand the purpose of being removed from the group. Other authorities believe it is effective when the toddler is old enough to understand language. Caregivers should consider the value of this technique carefully before using it.

No matter which guidance techniques are used, the following points should be kept in mind:

1. Use the technique consistently.

2. Be sure the technique is appropriate for the developmental level of the child.

3. Avoid using techniques which undermine the child's self-esteem.

REFERENCES

Anselmo, Sandra, and Petersen, Jane D. *A Manual For Caregivers of Infants and Toddlers.*

Gonzalez-Mena, Jeanet, and Eyer, Diane W. *Infancy and Caregiving* (Chapter 2).

Hildebrand, Verna. *Parenting and Teaching Young Children* (Chapters 18 and 25).

O'Brien, Marion et al. *The Toddler Center* (Chapter 4).

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 1

LEARNING OBJECTIVE

Examine child-staff ratios and grouping patterns for infants and toddlers.

DIRECTIONS

1. Observe an infant group (0-14 months of age).
2. Observe a toddler group (14-36 months of age.)
3. Answer the questions below.

KEY QUESTIONS

What child-staff ratio did you observe for the infant group? The toddler group?

How many infants were in the room? Toddlers?

What age ranges in each group did you observe?

How did the grouping pattern seem to work? Were there any differences between groups with one caregiver and those with two?

What do you think would be an ideal child-staff ratio and grouping pattern? Describe your idea.

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 2

LEARNING OBJECTIVE

Identify examples of quality caregiving.

DIRECTIONS

1. Examine the following list which describes some of the characteristics of quality caregivers.
2. Observe a caregiver of infants or toddlers.
3. Answer the questions below.

KEY QUESTIONS

Describe examples of the characteristics listed below that you observed in the caregiver.

CHARACTERISTICS OF QUALITY CAREGIVERS

A. Mature
B. Consistent
C. Nurturing
D. Energetic
E. Positive
F. Attentive
G. Effective communicator
H. Respectful
I. Good behavior model
J. Facilitator of learning
K. Responsive
L. Concerned about development

Examples observed:

What other characteristics of quality caregivers did you notice?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 3

LEARNING OBJECTIVE

Apply quality caregiving focusing on being responsive to child-intiated interactions.

DIRECTIONS

1. Arrange a time to visit an infant or toddler group.
2. During your stay, be a responsive caregiver; that means, allow the child or children to lead the interactions. Be fully attentive to each encounter. Use language sparingly. Resist the urge to step in and interfere with play. Just "be there."
3. Reflect on your experience by answering the questions below.

KEY QUESTIONS

Briefly summarize the sequence of events during your visit.

How did the child or children react to your presence? What did they say or do?

Describe your feelings as you tried to attend fully to each encounter.

How did you handle the urge to start something or show something to a child who was involved in play?

What is the difference between "being there" with the children and just "sitting around letting the kids play?"

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 4

LEARNING OBJECTIVE

Conduct a planned infant or toddler experience.

DIRECTIONS

1. Check with the caregiver of the room where you will be doing your lab work and find out about the needs of the child whom you will be working with.
2. Read the section below to find out how to use the *Infant or Toddler Experience Plan* form.
3. Plan an infant or toddler experience using the form on p. 11. Let the child's caregiver or your instructor check your plan.
4. Carry out the plan and note the results.

INFANT OR TODDLER EXPERIENCE PLANS

The majority of an infant's or toddler's day should be spent in free exploration of the environment. Some time will also be spent in planned experiences provided by the caregiver. In general, planned experiences should be tailored to meet the needs of the individual infant or toddler. This means that you need knowledge of each child's development and what types of experiences would be appropriate.

The *Infant or Toddler Experience Plan* on the next page can be used to plan experiences. With infants and toddlers, it is important to think about how and when the activity will be introduced. Write down your role and what you will be doing and saying. Think of yourself as a "facilitator" rather than a "teacher." Then write down what the child or children will do and say. Always make notes of results after you've carried out the plan. Look on pp. 27, 29, or 63 for examples of plans. You may reproduce this form and use it to begin a collection or file of planned experiences.

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INFANT OR TODDLER EXPERIENCE PLAN

Topic: _____ *Approximate age(s):* _____
Purpose(s): _____
Child(ren) who might be involved: _____
Materials Needed: _____
Introduction: _____

Caregiver's Role:

Anticipated Infant's or Toddler's Role:

Results:

_____

INFANT OR TODDLER EXPERIENCE PLAN

Topic: _____ *Approximate age(s):* _____
Purpose(s): _____
Child(ren) who might be involved: _____
Materials Needed: _____
Introduction: _____

Caregiver's Role:

Anticipated Infant's or Toddler's Role:

Results:

Student's Name:_____ Date:_____
Course:_____

LAB EXPERIENCE 5

LEARNING OBJECTIVE

Describe guidance techniques used with an infant who expresses strong emotions such as frustration, tension, impatience, and anger.

DIRECTIONS

1. Observe several infants under nine months old.
2. Be alert to any expression of strong feelings, such as frustration, tension, impatience, or anger.
3. Answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

How did the child express himself/herself? What did he/she do that let you know he/she was upset?

What do you think the child was feeling at the time of this expression?

What makes you think this? Write down what you think may have caused the child's expression of feeling.

How did the caregiver respond to the child? Write down any examples you saw of the caregiver using positive guidance techniques (modeling, redirection, use of positive language, or others).

How did the infant respond to the caregiver's behavior?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 6

LEARNING OBJECTIVE

Describe an aggressive behavior of a child over 24 months old and the caregiver's response.

DIRECTIONS

1. Observe a child over 24 months old.
2. Be alert to aggressive behaviors like hitting, biting, or taking a toy away. Observe the caregiver's interaction with the child involved.
3. Answer the questions below.

KEY QUESTIONS

Describe the aggressive behavior observed.

What do you think the child was feeling at the time?

Describe the behaviors of the child who was the victim of the aggressive behavior.

How did the caregiver respond to the child?

Were any techniques used that you have learned?

Can you think of any ways this aggressive behavior could have been avoided?

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____

Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction of the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in the specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction of the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in the specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

Performance Objectives Physical Development Unit II

Principles

- Explain the principles of development.
- Give examples of how principles of development may influence the caregiver's expectations of infants and toddlers.
- Sequence infants' and toddlers' physical development.
- Discuss how physical maturation may influence other aspects of a child's development.
- Discuss physically handicapping conditions for infants and toddlers.

Promoting Development

- Provide infants and toddlers with age-appropriate materials and activities to promote physical development.
- Add to each infant's or toddler's developmental record information concerning physical development.
- Report signs of unusual development to the center's director.
- Exchange information with parents regarding a child's physical development and needs according to the center's policies.
- Follow written guidelines provided by the parents or physician in promoting the physical development and growth of the handicapped infant or toddler.

An Overview

An understanding of physical development means both knowledge of the principles of development and how to promote physical development. The brief discussion which follows focuses on some of the principles of physical development. The lab experiences provide students with opportunities to promote physical development. More complete information on these topics can be found in the references on p. 19.

General Principles

Certain general principles govern all aspects of physical development. One principle states that physical growth and development is *sequential*. For example, infants go through a series of developmental steps which lead to walking. Most children follow the same sequence. Another principle states that the sequence of physical growth and development is *hierarchical*. In other words, behaviors such as walking are built upon simpler behaviors acquired earlier, such as crawling.

Although most children progress through the same sequence of physical development, they do so at *individual rates*. Some children may learn to walk as early as nine months or as late as 15 months and still be within a range considered normal.

Caregivers can use developmental check lists to help place children in the sequence. Developmental check lists give caregivers a basis from which to plan for individual children. The check lists also alert caregivers to signs of unusual development. If unusual signs are observed, the caregiver reports this to the director. The director decides on whether further observations are needed and when parents should be contacted.

Growth

In infants and toddlers, physical growth occurs rapidly. At birth infants are between 17 and 21 inches long, already one-third of their adult height. By their second birthday, toddlers are close to half their adult height. Weight at birth is usually between six and eight pounds. By the age of four months, infants have doubled their birth weight. Weight gain in toddlers, however, is slower.

As children grow, their bodies' proportions change. *Body proportion* is the relation of the different parts of the body to the whole body. A newborn's head is about one-fourth the length of the body. In contrast, an adult's head is only one-eighth the length of the body. Body proportions influence other aspects of physical development. For example, a toddler stands and walks with the feet widely spaced. This compensates for body proportions which make the toddler top-heavy. A toddler spaces feet far apart for better balance.

Motor Development

Motor development or control of the movement of the body includes both *gross motor* (large muscle) and *fine motor* (small muscle) development. Motor development begins at birth with the *reflexes*. Reflexes are a set of behaviors which are inborn and occur automatically. For example, if some object touches the lips of the newborn, the response is a reflex called sucking. Some other reflexes are rooting, swallowing, Moro, palmar grasp, and stepping.

Motor development is governed by certain principles. One principle states that development proceeds from the central part of the body to the hands and feet. For example, infants develop control of their head, neck, and back muscles before they can control the muscles in the arms and legs. This principle is the *proximodistal law*. A second principle is that development proceeds from the head to the feet. For example, infants learn first to control their head, then chin, then chest, and later the legs. This is the *cephalocaudal law*. A third principle states that development occurs from *the general to the specific*. When learning to grasp objects, for example, an infant uses the whole hand before using the pincer grasp of the thumb and forefinger.

Sensory Systems

The development of the sensory systems includes each of the five senses and their coordination with other senses and the movement of the body. At birth infants' senses are functioning to some degree, but in some areas it is not known to what extent. Newborns can hear well enough to distinguish sounds. They can tell the difference between sweet, salty, and sour tastes. They smell well enough to turn away from unpleasant odors. They are responsive to touch everywhere on the body, but especially near the mouth. Vision may be blurred and the newborn may not yet see colors. Newborns seem to focus best on objects about eight inches from the face. During the first weeks after birth, the senses develop rapidly. Infants use these senses to begin organizing their perceptions of the world. These perceptions become the foundation of their intellectual development.

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Hagstrom, Julie, and Morrill, Joan. *Games Babies Play: A Handbook of Games to Play with Infants.*

Sparling, Joseph, and Lewis, Isabelle. *Learning Games for the First Three Years: A Guide to Parent-Child Play.*

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 7

LEARNING OBJECTIVE

Describe the physical characteristics of an infant under six months of age.

DIRECTIONS

1. Observe an infant under six months of age.
2. Answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

How does the infant move the:

head?

neck?

arms?

hands and fingers?

trunk?

legs?

Describe what the infant can do with his/her body.

Describe how the sensory systems are used.

What motor skills will the infant develop next?

Student's Name:_____ Date:_____
Course:_____

LAB EXPERIENCE 8

LEARNING OBJECTIVE

Describe the physical characteristics of an infant between six and 14 months of age.

DIRECTIONS

1. Observe an infant between six and 14 months of age.
2. Answer the questions below.

KEY QUESTIONS

First Name of Child:_____ Age in Months: _____

How does the infant move the:

head?

neck?

arms?

hands and fingers?

trunk?

legs?

Describe what the infant can do with her/his body.

Describe how the sensory systems are used.

What motor skills will the infant develop next?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 9

LEARNING OBJECTIVE

Descirbe the physical characteristics of a toddler over 18 months of age.

DIRECTIONS

1. Observe a toddler over 18 months of age.
2. Answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

How does the toddler move the:

head?

neck?

arms?

hands and fingers?

trunk?

legs?

Describe what the infant can do with his/her body.

Describe how the sensory systems are used.

What motor skills will the toddler develop next?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 10

LEARNING OBJECTIVE

Describe the uses of developmental check lists after using such a check list.

DIRECTIONS

1. Observe two children under 18 months of age who are the same age in months.
2. Complete the check list on the following pages for each child.
3. Answer the questions below.

KEY QUESTIONS

What did you observe about the motor behaviors of the two children who were approximately the same age?

How could you check for some of the behaviors that you did not observe?

What would you do if you observed unusual signs of development? (Check with the lab teacher or the center director for the specific procedures.)

Explain why caregivers are not diagnosing development when using such a check list.

Describe several uses for the information gained from developmental check lists.

Student's Name: _____ Date: _____
Course: _____

DEVELOPMENTAL CHECK LIST: MOTOR DEVELOPMENT

DIRECTIONS
1. Observe the child.
2. Check whether the behavior is observed or not observed.
3. Add additional comments under notes.

First Name of Child: _____ Age in Months: _____

From Birth to About 6 Months	Observed	Not Observed	Notes
Lifts head when on stomach			
Holds head up when held			
Eyes follow a moving object			
Turns head in direction of a sound			
Lifts chin when on stomach			
Lifts chest when on stomach			
Looks at faces			
Reaches for objects			
Swipes and misses objects			
Sits with support for a short time			
Twists and turns body when on stomach			
Rolls over			
Grasps objects			
Sucks objects held in hands			
From 6 Months to About 12 Months			
Manipulates objects with hands			
Exchanges objects between hands			
Sits alone			
Uses thumb and forefinger to pick up			
Moves body in some way from place to place			
Creeps on hands and knees			
Stands with support			
Drops objects deliberately			
Bangs two toys together			
Pulls self to stand			
Lowers self from standing to sitting			
Explores objects with forefinger			
From 12 Months to About 18 Months			
Walks while holding onto something			
Stands alone			
Shows hand preference			
Drinks from cup, spills some			
Claps hands			
Takes a few steps alone			
Climbs on stairs and other things			
Uses one hand for one task and the other hand for another at the same time.			
Walks			
Seats self in small chair			
Turns several pages together in book			
Throws ball			

Student's Name: _____ Date: _____
Course: _____

DEVELOPMENTAL CHECK LIST: MOTOR DEVELOPMENT

DIRECTIONS

1. Observe the child.
2. Check whether the behavior is observed or not observed.
3. Add additional comments under notes.

First Name of Child: _____ Age in Months: _____

From Birth to About 6 Months	Observed	Not Observed	Notes
Lifts head when on stomach			
Holds head up when held			
Eyes follow a moving object			
Turns head in direction of a sound			
Lifts chin when on stomach			
Lifts chest when on stomach			
Looks at faces			
Reaches for objects			
Swipes and misses objects			
Sits with support for a short time			
Twists and turns body when on stomach			
Rolls over			
Grasps objects			
Sucks objects held in hands			
From 6 Months to About 12 Months			
Manipulates objects with hands			
Exchanges objects between hands			
Sits alone			
Uses thumb and forefinger to pick up			
Moves body in some way from place to place			
Creeps on hands and knees			
Stands with support			
Drops objects deliberately			
Bangs two toys together			
Pulls self to stand			
Lowers self from standing to sitting			
Explores objects with forefinger			
From 12 Months to About 18 Months			
Walks while holding onto something			
Stands alone			
Shows hand preference			
Drinks from cup, spills some			
Claps hands			
Takes a few steps alone			
Climbs on stairs and other things			
Uses one hand for one task and the other hand for another at the same time.			
Walks			
Seats self in small chair			
Turns several pages together in book			
Throws ball			

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 11

LEARNING OBJECTIVE

Discuss care of the physically handicapped infant or toddler.

DIRECTIONS

1. Observe an infant or toddler who has a physically handicapping condition.
2. Answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

Physically Handicapping Condition: _____
(Check with your lab instructor.)

Describe the child's gross motor skills.

Describe the child's fine motor skills.

How does the child use the sensory systems?

What changes have been made in the environment to help this child?

Describe the interactions between the caregiver and the handicapped child. What differences are noticed between the caregiver's interactions with the handicapped child and the nonhandicapped child?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 12

LEARNING OBJECTIVE

Provide age-appropriate experiences which promote gross motor development for infants and toddlers.

DIRECTIONS

1. Select one (or more if assigned by your instructor) of the three gross motor experiences shown.
2. Check with the caregiver of the group to decide which child or children might be involved in the experience.
3. Prepare the materials needed.
4. Carry out the experience as planned.
5. Note the results of the experience.

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Rolling Over *Approximate age(s):* 3-5 months

Purpose(s): To provide practice for rolling from the back to the stomach

Child(ren) who might be involved: _____

Materials Needed: Large sheet of paper (not newspaper) or textured cloth and an attractive toy

Introduction: When calm and alert, lay the infant on the carpet next to the paper or textured cloth. The infant should have already exhibited some rolling behavior.

Caregiver's Role: As the infant lies face up, sit just behind and to one side of the infant's head. Move the toy slowly in front of her/him. As she/he watches, move the toy up and to one side of the head. Say, "Get the toy!" Praise the infant's behaviors to reach the toy, and to roll over on to the paper or cloth. Repeat with the toy moving to the other side of the head.

Anticipated Infant's or Toddler's Role: The infant will reach for the toy and roll over to reach it as you move it. When she/he rolls, her/his body will move onto the paper or textured cloth. The infant will be rewarded by the new texture as well as by reaching the toy.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Walking with Support *Approximate age(s):* 8-10 Months
Purpose(s): To provide practice in walking while standing with support
Child(ren) who might be involved: _____
Materials Needed: 4 to 6 pieces of sturdy furniture or equipment, small car or toy animal
Introduction: Invite the infant to play a game with you. The infant should be able to pull up to a standing position.

Caregiver's Role: Make a circle with the furniture, leaving about 12" between each piece. Place the infant in the circle standing with the support of one piece of furniture. Play a game with the car or toy and have it jump from one piece of furniture to the next. Encourage the infant to get the toy. Continue around the circle.

Anticipated Infant's or Toddler's Role: The infant will use the furniture for support while walking around the circle. He/she will be rewarded each time he/she moves by reaching the toy. Later, the infant may play the game independently if a different toy is placed on each piece of furniture.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Obstacle Course *Approximate age(s):* 18 months and up
Purpose(s): To promote gross motor movements and language development
Child(ren) who might be involved: _____
Materials Needed: Variety of items to climb on, under, go through, etc.
Introduction: Invite some toddlers to follow you on a journey.

Caregiver's Role: Arrange items ahead of time. Lead the toddlers through the obstacle course. As you move, tell what you are doing. "I'm going though the tunnel." Let the toddlers move through the course without a leader. Say such things as, "Carlos is going through the tunnel now," and "Jessica is going over the rope." Encourage the toddlers to say what they are doing as they move.

Anticipated Infant's or Toddler's Role: Toddlers will follow and move through the course as you lead them. Once they have the idea of the game, they can play the game without a leader. They will feel good about moving their bodies in different ways. They can talk about what they are doing as they play. End the game when the toddlers lose interest.

Results:

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 13

LEARNING OBJECTIVE

Provide age-appropriate experiences which promote fine motor development for infants and toddlers.

DIRECTIONS

1. Select one (or more if assigned by your instructor) of the three fine motor experiences shown.
2. Check with the caregiver of the group to decide which child or children might be involved in the experience.
3. Prepare the materials needed.
4. Carry out the experience as planned.
5. Note the results of the experience. Did the activity seem appropriate for the age of the child or children involved? How did the child or children respond? What might be done differently next time?

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Small Objects in Container *Approximate age(s):* 8-12 months
Purpose(s): To practice picking up and letting go; eye-hand coordination and language
Child(ren) who might be involved: _____
Materials Needed: Small container, variety of small objects
Introduction: Place the container on floor near an infant.

Caregiver's Role: Observe the infant's exploration of the container. Talk to the infant about taking the objects out of the container. Name the objects. Put one small object back inside the container and invite the infant to put one inside the container.

Anticipated Infant's or Toddler's Role: Infant will explore the contents of the container, removing objects and letting them drop to floor. When she/he sees you put the objects back in the container, she/he will want to try. The infant will hear the word for each object as she/he picks it up and puts it into the container.

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Jars and Lids *Approximate age(s):* Over 18 months
Purpose(s): To practice eye-hand coordination and strengthen wrist muscles
Child(ren) who might be involved:
Materials Needed: Jars with screw-on lids, small toys to fit inside jars
Introduction: Have several jars in a place where children are likely to notice them.

Caregiver's Role: When a child indicates interest in the jars, show him/her how a lid is turned to take it off. Then screw the lid back on. Give the child the jar. You might put a small toy inside the jar to encourage him/her to try. Observe the child's efforts. If he/she has difficulty, let him/her feel your hand as you turn it.

Anticipated Infant's or Toddler's Role: The child will see your hand, fingers, and wrist move. He/she will try to take the lid off. With practice, the child will learn to screw the lid off and on. Many children may push the lid or may twist it back and forth. This is a part of the learning process.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Sewing Cards *Approximate age(s):* Over 24 months
Purpose(s): To practice eye-hand coordination
Child(ren) who might be involved:
Materials Needed: Cardboard shapes (a size easily managed by toddlers), hole puncher, colorful yarn, masking tape
Introduction: Place shapes on floor or low table.

Caregiver's Role: Punch holes in each shape, some with more holes and some with less. Have a large knot tied in one end of each length of yarn for each shape. Tape the other end making it easy to push through. Observe children's exploration of the cards for a few minutes. Then talk about using the shapes to sew. Model sewing and talk about "up" and "down" as you do the actions. Guide the children to use shapes with more or less holes according to their skills.

Anticipated Infant's or Toddler's Role: Child will explore the cards and yarn. They will follow your example. They will also hear the words for their actions.

Results:

Student's Name:_____ Date:_____
Course:_____

LAB EXPERIENCE 14

LEARNING OBJECTIVE

Provide age-appropriate experiences which promote sensory development in infants and toddlers.

DIRECTIONS

1. Select one (or more if assigned by your instructor) of the three sensory experiences shown.
2. Check with the caregiver of the group to decide which child or children might be involved in the experience.
3. Prepare the materials needed.
4. Carry out the experience as planned.
5. Note the results of the experience. Did the activity seem appropriate for the age of the child or children involved? How did the child or children respond? What might be done differently next time?

INFANT OR TODDLER EXPERIENCE PLAN

Topic: "Feelie" Glove *Approximate age(s):* 3-6 months
Purpose(s): To give infant practice reaching and grasping; to give infant experience with textures
Child(ren) who might be involved: _____
Materials Needed: Cloth glove, scraps of fabrics of different textures, needle and thread
Introduction: Show glove to infant, letting her/him watch you put it on.

Caregiver's Role: Sew a different piece of fabric to each finger of glove beforehand. Talk to infant about what you are doing as you put the glove on. Make sure infant is in a comfortable position. Hold your hand within her/his reach. Talk to the infant about how the fabric feels as she/he grasps your fingers. Observe infant's response to the different textures. Notice the infant's eye movements.

Anticipated Infant's or Toddler's Role: The infant will see you put on the glove and not be frightened. She/he will look at your fingers. When the infant is used to the glove, she/he will reach for the fingers one at a time. The infant will also hear the words for the textures she/he touches.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Finger Painting *Approximate age(s):* Over 14 months
Purpose(s): To have a sensory experience with color; to express self in a new way; to have an outlet for the child's need to be uninhibited
Child(ren) who might be involved:
Materials Needed: Apron; wet sponge; liquid starch; powdered paint; nonporous, large surface (table or large tray); tongue depressor
Introduction: Talk about painting with your fingers as you put an apron on the child.

Caregiver's Role: Show the child how to use the sponge to wet the entire surface. Pour some starch and powdered paint onto the surface. Caution children about not tasting this paint. Encourage the child to blend with his/her fingers or the tongue depressor, as you model this behavior. Smear some of the paint, making some swipes through it. Expressing your pleasure will make the child want to try it. As the child continues the activity, suggest that he/she use elbows, knuckles, or the whole hand to make designs.

Anticipated Infant's or Toddler's Role: The child will experience independence as he/she mixes the paint. He/she will be using color and his/her body to make creative designs. It is important for the child to hear your words for the color and feel of the paint. The child will experience "being messy" in a fun and acceptable way. Some toddlers may not want to be messy; let them play elsewhere.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Tasting Game *Approximate age(s):* 8-12 months
Purpose(s): To taste and feel different kinds of foods
Child(ren) who might be involved:
Materials Needed: A bib large enough to protect clothing, muffin pan, saltine crackers, graham crackers, slices of peeled fruit, pudding, chunk of frozen juice.
Introduction: Put a bib on the baby. Place a pan in front of her/him as you talk about the food.

Caregiver's Role: Make sure the baby is comfortable, and secure. Allow plenty of time for this experience. Let the baby experience the food at her/his own pace in her/his own way. As the baby begins to touch the foods, talk about how they taste. Use words like cold, smooth, wet, etc. Observe reactions to the different textures and tastes.

Anticipated Infant's or Toddler's Role: The baby will learn about the food by seeing it, touching it, and putting it in her/his mouth. The baby may swallow the food, let it run out of her/his mouth, or smear it on the tray. Eating is not the focus here; experiencing the food is. As you talk about the foods being handled, she/he will hear words for those experiences.

Results:

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 15

LEARNING OBJECTIVE

Weigh and measure infants and toddlers.

DIRECTIONS

1. Read references (such as *Food, Nutrition, and the Young Child* by Endres and Rockwell) or gain information from your instructor about how to weigh and measure infants and toddlers.
2. Weigh and measure one infant and two toddlers of different ages.
3. Check with the caregiver, center director, or your instructor to find out where weight and height information is recorded in your center.
4. Answer the questions below.

KEY QUESTIONS

Record the measurements:

	Child's Name	Age	Weight	Height or Length
1.				
2.				
3.				

Where would you record this information at your lab center?

Describe your experience in weighing and measuring infants and toddlers. What difficulty did you have? Success?

How did the infant respond to the experience? How did the toddlers? Were there differences?

List the benefits of weighing and measuring infants and toddlers.

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction of the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in the specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction of the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in the specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

Performance Objectives Intellectual Development Unit III

Principles

- Explain Piaget's first two stages of cognitive development.
- Explain some of the reasons why children are able to learn language.
- Sequence infants' and toddlers' language development.
- Discuss the creative interests and capabilities of infants and toddlers.

Promoting Development

- Provide infants and toddlers with age-appropriate materials and activities to promote cognitive development.
- Provide infants and toddlers with age-appropriate materials and activities to promote language acquisition.
- Accept bilingual infants and toddlers and encourage them to gain skills in both languages.
- Provide infants and toddlers with age-appropriate materials and activities to promote creativity.
- Add to each infant's or toddler's developmental record information concerning intellectual development.
- Report signs of unusual development to the center's director.
- Exchange information with parents regarding a child's intellectual development and needs in accordance with the center's policies.
- Follow written guidelines provided by the parents or physician in promoting the intellectual development of the exceptional infant or toddler.

An Overview

Intellectual development is a term used to cover development in the areas of cognitive development, language acquisition, and creativity. To promote intellectual development effectively, caregivers must have an understanding of the principles which underlie development in each of these areas. The brief discussion below focuses on some of these principles. Students are provided with opportunities to promote intellectual development in infants and toddlers through the lab experiences. Students may read the references on p. 40 for more information.

Cognitive Development

Much of what is known about cognitive development has come from the work of Jean Piaget. His ideas about how children learn to think are important for caregivers of infants and toddlers. A careful study of his concepts, along with close observation of children, helps caregivers provide appropriate environments and experiences.

Piaget said that learning happens through the dual process of *accommodation* and *assimilation*. Assimilation is a process which occurs when a child handles, sees, or otherwise experiences something. The child adds this information to existing mental *schemas*, or mental constructs. Accommodation occurs when a schema is changed as a result of experience.

Cognitive development is divided into four periods by Piaget: sensorimotor, preoperational, concrete operations, and formal operations. Caregivers of infants and toddlers are concerned primarily with the first two periods. The age ranges associated with each period are approximate.

The sensorimotor period is from birth to about two years. During this time children grow from helpless newborns to children who are able to walk and talk. Infants begin learning through the use of their sensory systems and reflexes. Gradually, these reflex behaviors are changed and new behaviors develop. For example, infants suck in response to an object placed near their mouths. Very quickly, they learn to distinguish objects which provide food and those that do not.

Infants in the sensorimotor period seem to enjoy repeating behaviors. Often something unexpected happens during the repetitions and a new behavior is discovered. Infants then try to repeat the new behavior. The interplay between the familiar and the novel stimulates learning. Infants soon realize they are able to make things happen.

Throughout the sensorimotor period, infants are developing the concept of *object permanence*. At first, infants do not know that an object which is out of sight continues to exist. If a toy is hidden by a cloth, infants will not remove the cloth until they have gained the concept of object permanence. This occurs near the end of the sensorimotor period.

The *preoperational period* lasts from about two to six years of age. Piaget says that children's thinking during this period is *egocentric*. Children think about the world in relation to themselves. For example, a toddler might say, "It's cold outside because I have to wear my sweater."

The preoperational period is also characterized by *symbolic thinking*. Mental images or symbols are formed, allowing children to solve problems by thinking before acting. Children begin to enjoy pretend play. As symbolic thinking emerges, language acquisition proceeds rapidly.

Language Acquisition

The acquisition of language begins at birth. Newborns communicate through crying, making faces, and giving physical signals. Infants can make many sounds. Studies show that when adults respond to these sounds infants will repeat them. In this way, children learn the sounds of their parents' language and try to use them.

The first sounds of infants are called *cooing* and later become *babbling*. Babies "happy sounds" are cooing. These are vowel-like sounds such as "ah" and "ooo." Sounds which combine a vowel and consonant are called babbling. This includes repetitive sounds like "la la" and "da da."

As children are exposed to the language spoken around them, they gradually begin to associate names with objects. In this *one-word stage*, infants might say, "me" for milk or "ba" for bottle. Eventually, the children learn to express themselves in *two-word sentences*. Usually only object and action words are used, such as "me go." As sentence length increases, children's speech often sounds like a telegram in which non-essential words are left out. An example of *telegraphic speech* might be, "See car go."

As toddlers approach the age of three, they should be capable of expressing themselves well. They enjoy words and often talk to themselves. Much of their thinking is now verbalized as they play and interact with others.

Creativity

Most of the information about creativity in children focuses on preschool and older children. The foundations for creativity, however, begin in infancy. Every time infants behave in new ways, they are being creative. When they are able to solve a problem, they are being creative. Toddlers are known for their inventiveness in getting into things. They develop interests in coloring, painting, music, dance, and dramatic play. Caregivers can best support creative development in infants and toddlers by allowing them the freedom to explore the environment and work with a variety of materials.

REFERENCES

Caplan, Frank, ed. *The First Twelve Months of Life: Your Baby's Growth Month by Month.*

Caplan, Frank and Theresa. *The Second Twelve Months of Life: A Kaleidoscope of Growth.*

Gonzalez-Mena, Jeanet, and Eyer, Diane W. *Infancy and Caregiving* (Chapter 7).

Marzollo, Jean. *Supertot: Creative Learning Activities for Children One to Three.*

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 16

LEARNING OBJECTIVE
Identify sensorimotor skills of an infant.

DIRECTIONS
1. Observe an infant under 18 months of age.
2. Answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

Describe the behaviors of the infant you observe. Remember to record only actions.

What did you notice about the infant's object concept?

What evidence did you see of the infant's accommodation and assimilation processes during the observation?

What evidence of circular reactions (behaviors being repeated) did you notice?

In what substage of the sensorimotor period does the infant appear to be? Why?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 17

LEARNING OBJECTIVE

Identify preoperational skills of a toddler.

DIRECTIONS

1. Observe a toddler over 24 months of age.
2. Answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

Describe the behavior of the toddler you observe. Remember to record only actions.

How were the toddler's behaviors egocentric?

Describe any imitative behaviors you observed.

Describe instances of transductive reasoning (reasoning from the specific to the specific).

What evidence of problem solving did you notice?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 18

LEARNING OBJECTIVE

Identify language skills in infants and toddlers.

DIRECTIONS

1. Observe and record the language of a child over 20 months of age. You may want to tape-record the speech and take notes on what is happening.
2. Answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

Write down two-word sentences you heard. Beside each sentence write a translation of what the child meant.

What patterns or grammatical rules are evident in the two-word sentences?

What sentences did the child use to mean two different things? (For example, "Me cookie" might mean "My cookie," "I want a cookie," or "I dropped my cookie.")

What things will happen to the child's language ability in the next few months?

What effects did the child's speech have on the caregiver? On other toddlers?

Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 19

LEARNING OBJECTIVE

Use a developmental check list on language.

DIRECTIONS

1. Observe two children around 24 months of age who are the same age. Complete the check list on the following page for each one.
2. Answer the questions below.

KEY QUESTIONS

What differences and similarities did you observe about the language behaviors of the two children who were approximately the same age?

Did each child seem to follow the sequence? If not, explain the differences.

How could you check for some of the behaviors that you did not observe?

What would you do if you observed an unusual sign of development? (Check with your lab teacher or the center director for the specific procedures.)

Student's Name: _____ Date: _____
Course: _____

DEVELOPMENTAL CHECK LIST: LANGUAGE DEVELOPMENT

First Name of Child: _____ Age in Months: _____

From 18 months to 36 months	Observed	Not Observed	Notes
Babbles some, but copies adult tones			
Tugs at adult to show something			
Gestures and uses words to express wants			
Attempts to carry out simple commands			
Can point to at least 2 or 3 body parts			
Enjoys listening to short, familiar stories			
Can name pictures of 3 to 6 familiar objects			
Can correctly use from 3 to 50 words			
Uses two-word sentences			
Uses "my" or "mine" to show possession			
Talks to self			
Uses own name in referring to self			
Repeats what others say			
Follows instructions using position words like: in, out, over, under, etc.			
Frustrated if not understood			
Uses position words correctly			
Uses short sentences of more than 2 words			
Uses pronouns correctly ("I like you," not, "Me like you.")			

(This list shows an approximate sequence of language development.)

First Name of Child: _____ Age in Months: _____

From 18 months to 36 months	Observed	Not Observed	Notes
Babbles some, but copies adult tones			
Tugs at adult to show something			
Gestures and uses words to express wants			
Attempts to carry out simple commands			
Can point to at least 2 or 3 body parts			
Enjoys listening to short, familiar stories			
Can name pictures of 3 to 6 familiar objects			
Can correctly use from 3 to 50 words			
Uses two-word sentences			
Uses "my" or "mine" to show possession			
Talks to self			
Uses own name in referring to self			
Repeats what others say			
Follows instructions using position words like: in, out, over, under, etc			
Frustrated if not understood			
Uses position words correctly			
Uses short sentences of more than 2 words			
Uses pronouns correctly ("I like you, not, "Me like you.")			

(This list shows an approximate sequence of language development.)

Student's Name:_____ Date: _____
Course: _____

LAB EXPERIENCE 20

LEARNING OBJECTIVE

Describe problem-solving behaviors in toddlers.

DIRECTIONS

1. Present the following experience to two children of different ages. Select children over 14 months of age.
2. Answer the questions below.

EXPERIENCE

Invite the child to play a game with you. Sit at a table or on the floor with the child in your lap. Put a toy with a string beyond the reach of the child but leave the string within reach. Say something like: "Look at the turtle. It's far away. Can you get the turtle while you're sitting in my lap?" Notice what happens.

If the child used the string to pull the toy closer, try this game next. Place a toy without a string just out of reach while the child is sitting in your lap. Place a ruler or long paintbrush and a loose string in front of the child. Again ask the child to get the toy while sitting in your lap. Notice what the child does.

KEY QUESTIONS

Briefly describe what happened with each child.

What has each child learned about cause and effect?

How was trial and error used?

What difference did you notice about the problem-solving behaviors of the two children?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 21

LEARNING OBJECTIVE

Provide age-appropriate experiences which promote cognitive development for infants and toddlers.

DIRECTIONS

1. Select one (or more if assigned by your instructor) of the cognitive experiences shown.
2. Check with the caregiver of the group to decide which child or children might be involved in the experience.
3. Prepare the needed materials.
4. Carry out the experience as planned.
5. Note results of the experience. Did the activity seem appropriate for the age of the child or children involved? How did the child or children respond? What might be done differently next time?

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Face Tracking *Approximate age(s):* 0-6 months
Purpose(s): To practice focusing and following movements with the eyes
Child(ren) who might be involved: _____
Materials Needed: A face puppet made from a paper plate; or a doll, or hand puppet with large facial features
Introduction: Talk with the baby about what you are doing. Gently lay him/her on a mat or blanket on the floor.

Caregiver's Role: Get on your hands and knees, or sit near the baby. Put your face close to his/hers. As you move your head slowly from side to side, say the child's name and talk to him/her. See if the baby follows your face with his/her eyes. Now lie down beside the baby and put the puppet or doll where your face was. Be sure to lie down so the baby can't continue to look at your face. Move the puppet or doll within the baby's seeing range. Again, observe the baby's eye movements.

Anticipated Infant's or Toddler's Role: The baby will focus on your face and move his/her eyes to follow. He/she will also follow the movement of the doll. The baby will follow it if it moves up and down, back and forth, or around in a circle if you move it slowly. Babies pay attention to faces early in life. The child may show enjoyment by smiling or cooing in response to both faces.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Drop and Find Game *Approximate age(s):* 6-12 months
Purpose(s): To promote object permanence; to practice problem solving
Child(ren) who might be involved: _____
Materials Needed: A large container such as a plastic gallon milk jug (Make sure it is clean and safe.); a toy or colorful object big enough so the baby can't swallow it
Introduction: Sit on the floor with the child. Put the bottle and toy in front of her/him.

Caregiver's Role: Before the activity, cut the spout off the jug so there is a large hole in the top about 3 inches wide. On one side close to the bottom cut out a large half-circle. Show the child how to drop the toy into the top hole. Then ask, "Where did it go?" Observe the baby's attempts to find it. If she/he begins to lose interest, point to the bottom hole and say, "There it is!" Continue the game as long as she/he enjoys it.

Anticipated Infant's or Toddler's Role: At first the infant will just play with the toy. The infant may pick up and explore the container too. When you show the infant how to drop the toy into the top hole, she/he will try to find it. At first she/he may think it is gone. When you show the child where to find it, she/he will want to do it again. After a few times, the infant will be able to drop the toy in and find it. She/he may figure out a new way to get the toy, such as turning the container over. The child may also reach into the bottom hole to get it.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Partially-hidden Pictures *Approximate age(s):* Over 18 months
Purpose(s): To guess what a whole picture is by seeing parts of it
Child(ren) who might be involved: _____
Materials Needed: Several small file folders, 8½" x 11"; large magazine pictures of common objects or animals; glue; scissors
Introduction: Put the folders on a low table or a carpeted floor.

Caregiver's Role: Glue one picture to the inside of each folder. Cut the opposite side of the folder from the outside edge almost to the middle fold in three equal parts. Talk with the children about the pictures in the "books" you made. Let the children handle them. Listen to them talk about the pictures. Close a folder and turn it right side up. Open one or two flaps and ask the children to name the pictures. Open the folder and show the children the whole picture.

Anticipated Infant's or Toddler's Role: The children will see pictures of objects they know. They will be able to name them and talk about them. The children will hear you talk about the parts of the pictures to help them know what the picture is. Some of the children will be able to name the object after seeing a part of it. Some may only want to raise and lower the flaps. They may also only want to look at the pictures and listen to the talk.

Results:

Student's Name:_____ Date:_____
Course:_____

LAB EXPERIENCE 22

LEARNING OBJECTIVE

Provide age-appropriate experiences which promote language development for infants and toddlers.

DIRECTIONS

1. Select one (or more if assigned by your instructor) of the language experiences shown.
2. Check with the caregiver of the group to decide which child or children might be involved in the experience.
3. Prepare the materials needed.
4. Carry out the experience as planned.
5. Note the results of the experience. Did the activity seem appropriate for the age of the child or children involved? How did the child or children respond? What might be done differently next time?

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Watching and Listening *Approximate age(s):* 0-6 months
Purpose(s): To let the child experience a verbal exchange
*Child(ren) who might be involved:*_____
Materials Needed: None
Introduction: Talk with the child as you gently put him on his/her back. He/she could be on the floor, in the crib, or on your lap.

Caregiver's Role: Get close enough so the baby can see your face. Talk quietly, forming your words slowly. Use different facial expressions as you talk. Does he/she smile or try to make sounds too? If so, reward the child with a hug or a smile. Try to repeat the sounds back to the infant.

Anticipated Infant's or Toddler's Role: The infant will focus on your face as you talk. He/she will watch your mouth and face as you form sounds. Some infants will respond by moving their bodies in time to sounds and words. The baby may also smile or coo. The child will learn about himself/herself because of the effect his/her sounds and facial expressions have on each of you.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Reading Pictures *Approximate age(s):* 6-12 months
Purpose(s): To hear words for pictures and to have a positive experience with a book
Child(ren) who might be involved:
Materials Needed: A book with cloth or sturdy cardboard pages. It should be put together well. It should also have large, real-looking pictures.
Introduction: Hold the child in your lap or sit on the floor with her/him. Hold the book out to the child and talk about it.

Caregiver's Role: Choose a book you like with pictures of familiar things. Pat the book and tell the child you have a book to look at. Talk about the pictures as you point to them. Say your words slowly. Listen for the child to respond. Reward any tries to repeat your words. Let the child know you are pleased and say, "That's right! It is a dog." If the child pats or touches a picture, name the object as you gently put her/his hand on it. Look as long as the child is interested.

Anticipated Infant's or Toddler's Role: The child will touch the book and may try to turn the pages. She/he may explore by putting it in her/his mouth. It is important for the child to hear you say the words for the pictures as you point to them. This is a good time for you to get to know the baby better. It can be a relaxed time of sharing for both of you. Don't worry if you skip pages. The child should experience the book at her/his own pace.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Big and Little *Approximate age(s):* 24-36 months
Purpose(s): To become familiar with the concepts of big and little
Child(ren) who might be involved:
Materials Needed: One large and one small container (baskets, boxes, plastic pans), and several pairs of objects, each pair in one small and one large
Introduction: Put the objects in pairs near the containers.

Caregiver's Role: Sit with the children who are interested. Let them handle the items. Suggest that they put them in the boxes and take them out again. Listen to the children's comments. If they talk about "the big shoe" or "the little box," use this to suggest sorting the things. If no one notices the size differences, casually point this out. Pick up one pair of big and little things. Talk about what you are doing as you drop them in the right boxes. Pair up some more items.

Anticipated Infant's or Toddler's Role: The children will enjoy just playing with the items at first. They will label the items if they know what they are. They will hear your words for the different objects. They will hear you use the words "big" and "little." Then they will use the words "big" and "little" as they sort the items. If some children seem to want to continue just taking things in and out, give them a different container.

Results:

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 23

LEARNING OBJECTIVE

Provide age-appropriate experiences which promote creative development in infants and toddlers.

DIRECTIONS

1. Select one (or more if assigned by your instructor) of the creative experiences shown.
2. Check with the caregiver of the group to decide which child or children might be involved in the experience.
3. Prepare the materials needed.
4. Carry out the experience as planned.
5. Note the results of the experience. Did the activity seem appropriate for the age of the child or the children involved? How did the child or the children respond? What might be done differently next time?

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Dancing Together *Approximate age(s):* 0-6 months
Purpose(s): To experience rhythm and movement
Child(ren) who might be involved: _____
Materials Needed: Record or tape recording; record player, tape player, or radio. Choose a tune you like and are comfortable moving to.
Introduction: Talk with the child as you put the child on his/her back. Continue talking as you turn on the music to medium volume.

Caregiver's Role: As the music plays move to it so the baby can see. You can sway, step to the music, or clap. Observe the baby's reactions. Does the baby squirm or kick to the music? Tell the baby you are going to pick him/her up as you gently do. Supporting the head and back securely, hold him/her on your shoulder. Continue to move to the music. Be careful not to jar the baby.

Anticipated Infant's or Toddler's Role: First the baby will hear the music. He/she will then see you keeping time to the music. (You might just try tapping your fingers gently on his/her crib as you smile.) The baby will sense your enjoyment and be ready when you pick him/her up. The baby will feel the beat of the music as you move.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Scribbling to Music *Approximate age(s):* Over 18 months
Purpose(s): To encourage creativity and awareness of colors; to experience "fast" and "slowly;" to respond to music with scribbling; to practice control of hand movements
Child(ren) who might be involved:
Materials Needed: Large crayons or water-soluble markers; masking tape; a long, large piece of butcher paper; radio
Introduction: Have the paper taped in place on the floor or table. Turn music on at a medium volume.

Caregiver's Role: (Be sure that the surface on which the paper is taped is cleanable.) As a child expresses an interest in coloring, give that child one crayon. Suggest a place to mark on the paper. Observe the children's use of the crayons. Talk about the colors and describe marks the children make. Use words like "wavy," "round," "straight," etc. See if the children notice the music or begin to mark in time to it. Comment on the pace of the music.

Anticipated Infant's or Toddler's Role: The children will make any marks they choose. This freedom to express themselves is important. If a child expresses a wish to use a different color, this will be given to her/him. (At this age, it is best if one color is used by a child at a time.) Some children will make "slow" or "fast" marks in time to the music. If the paper is a large mural-size, the children will mark cooperatively, side by side. When it is finished and hung for all to see, the children will experience pride.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Doing the Laundry *Approximate age(s):* Over 24 months
Purpose(s): To use imagination to act out a real-life situation; social development through pretend play with other children
Child(ren) who might be involved:
Materials Needed: Aprons, two large plastic or metal containers, soap, twine or drying rack, clothespins, washcloths, fabric scraps, or doll clothes
Introduction: Ask the children if they have ever seen anyone in the family washing dirty clothes. Help the children put their aprons on.

Caregiver's Role: (This is a good activity for outside.) Fill one container with warm, soapy water and one with warm, clear water. String up a clothesline or put a rack and clothespins in easy reach for the children. Encourage pretending by showing "all these dirty clothes I have gathered up in the house." Use your imagination to create your family "who has so many dirty clothes!" As the children begin to play, you can take a less active role.

Anticipated Infant's or Toddler's Role: Playing with the warm water will be relaxing. Because of this, some children will talk more than usual. They will talk about their own families as they "do the laundry." They will also be modeling adult behavior.

Results:

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK.LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction of the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in the specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction of the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in the specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

Performance Objectives

Social and Emotional Development Unit IV

Principles

- Explain the developmental theory of Erik Erikson.
- Discuss attachment relationships of infants and toddlers.
- Describe the prosocial behaviors that infants and toddlers can show.
- Explain the development of self-concept.
- Identify the causes of emotional upset in infants and toddlers.
- Explain how infants and toddlers acquire coping strategies.
- Discuss the child's development of independence.
- List reasons why good parent-caregiver communication is essential.
- Describe special social and emotional factors which affect the handicapped infant or toddler.

Promoting Development

- Provide a consistent caregiving environment in which infants and toddlers feel secure.
- Provide age-appropriate materials and experiences which assist infants and toddlers in gaining independence.
- Provide age-appropriate materials and experiences which foster positive self-concept, ethnic pride and understanding, and appropriate sex identification.
- Model and encourage prosocial behaviors.
- Communicate daily with parent to find out how to meet the needs of each infant or toddler.
- Encourage infants and toddlers to identify and express their emotions in acceptable ways.

An Overview

Infants' and toddlers' social and emotional development are a major concern of quality caregivers. Children's feelings about themselves, others, and their environment influence their total development. The principles underlying social and emotional development are reviewed briefly below. Opportunities to practice promoting social and emotional development are provided in the lab experiences. Students may read the references listed at the end of the overview for more information on this topic.

Erikson

One of the best explanations of development in this area was proposed by Erik Erikson. He believed that individuals experience eight stages of social and emotional development: Trust versus Mistrust, Autonomy versus Shame and Doubt, Initiative versus Guilt, Industry versus Inferiority, Identity and Repudiation versus Identity Diffusion, Intimacy and Solidarity versus Isolation, Generativity versus Self-absorption, and Integrity versus Despair. Each stage is characterized by a crisis or conflict which must be resolved. Once resolved, individuals progress to the next stage. If the conflict is not resolved, the personality assumes the negative elements of the conflict. For example, in the conflict of trust versus mistrust, if the conflict is not resolved successfully, mistrust becomes a part of the personality. Caregivers of infants and toddlers benefit from an understanding of the first two stages of social and emotional development.

Trust

The critical period for the development of trust or mistrust begins at birth. Infants' needs are immediate and intense. They know security only when these needs are met regularly. When caregiving is consistent and predictable, infants develop a sense of trust. Mistrust develops when caregiving is irregular and unpredictable. For example, if babies have to wait an hour for "lunch time" or are left to "cry it out," the babies' sense of helplessness is reinforced.

As infants work through this conflict of trust versus mistrust, they begin to develop *attachments*. They come to associate consistent care with one or two individuals. Usually infants develop strong attachments to their mother. They may also develop strong attachments to day caregivers. Attachments are reciprocal in nature. Both infants and their caregivers receive benefits from their interactions. Infants have a need to be nurtured and adults have a need to nurture.

Once attachment relationships are established, two sources of stress become evident: *stranger anxiety* and *separation anxiety*. Stranger anxiety is the fear of anyone who is not familiar. Children may cry or cling to the preferred caregiver in the presence of a stranger. Separation anxiety is the fear of being separated from the attachment figure. Each day, children attending child care centers may experience separation anxiety. It is apparent especially in children who are new to the center. Competent caregivers are able to help children and parents minimize the stress of separation.

During these earliest years, children may be upset by sudden changes. Most young children need a gradual introduction to a new place or person. They need continued support from their parents and preferred caregivers as they adjust to changes. With support, children are more likely to explore the new situation and less likely to become frightened.

Autonomy

The conflict of autonomy or self-doubt begins about age two. Autonomy means learning to be independent. Children naturally want to be independent. They have new skills which promote their independence. Walking enables children to explore their surroundings. Bowel and bladder muscles are strong enough for some control of eliminations. Intellectually, children are able to explore their surroundings. Bowel and bladder muscles are strong enough for some control of eliminations. Intellectually, children are able to make more choices, to express their thoughts, and to learn from their mistakes.

If children receive encouragement and support, they develop autonomy. If children are shamed and doubted, they come to doubt themselves. Caregivers promote autonomy in toddlers by providing an environment which allows children to make choices and by encouraging their efforts to master self-help skills. Caregivers should also understand that toddlers' desires to be independent make it difficult at times for them to be cooperative. Cooperative behaviors are encouraged through modeling and positive reinforcement. Patience is a must for toddler caregivers.

Parents

One way to provide a secure, consistent, and supportive caregiving environment is to communicate with parents. Alert caregivers listen to the parents and encourage communication. Parents provide information about a child's state of mind. For instance, a child may have had a sleepless night. There may be a crisis in the family. A child may be excited about an upcoming birthday. Parents also provide information about preferred caregiving techniques. For example, an infant may prefer after a bottle to play instead of to take a nap. A toddler may not need a long afternoon nap. With this information, caregivers can give care which is consistent with the care a child receives at home.

REFERENCES

Gonzalez-Mena, Jeanet, and Eyer, Diane W. *Infancy and Caregiving* (Chapters 4, 6, 9).

Gordon, Ira G. *Baby Learning Through Baby Play: A Parent's Guide for the First Two Years.*

Gordon, Ira G. *Child Learning Through Child Play: Learning Activities for Two- and Three-Year-Olds.*

Hagstrom, Julie, and Morrill, Joan. *Games Babies Play: A Handbook of Games to Play with Infants.*

Willis, Anne, and Ricciuti, Henry. *A Good Beginning for Babies: Guidelines for Group Care.*

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 24

LEARNING OBJECTIVE

Describe a trusting relationship between an infant and a caregiver.

DIRECTIONS

1. Observe three or four infants between the ages of five and nine months, and their caregiver(s).
2. Focus on one infant and caregiver who have developed a trusting relationship.
3. Consider what you know about Erikson's first developmental stage.
4. Answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

Write down at least four examples of the infant's behaviors that indicate a trusting relationship with the caregiver.

From observing the caregiver's interactions with all of the infants, what were some of his/her behaviors that you think would help develop trust in the infant?

Student's Name:_____ Date:_____
Course:_____

LAB EXPERIENCE 25

LEARNING OBJECTIVE

Describe child, parent, and caregiver behaviors during arrival time, and identify which parent and caregiver behaviors encourage successful separation.

DIRECTIONS

1. Arrange to observe a group of toddlers or infants (over seven months of age) during arrival time.
2. Answer the questions below.

KEY QUESTIONS

What is the routine for arrival time?

What factors did you observe that help children feel confident about separation?

What factors contribute to anxiety about separation?

Describe the behaviors of one child you observed who was confident about separation from her/his parent.

Describe the behavior of a child who was anxious about being left.

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 26

LEARNING OBJECTIVE

Identify and describe the caregiver technique of giving choices to children.

DIRECTIONS

1. Observe a group of toddlers over 24 months old.
2. Watch for different opportunities for children to make choices.
3. Select one example and answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

What did the caregiver say to let the child know he/she could choose? How was the choice stated?

What did the child say and do in response? How did you know what his/her choice was?

Did the child succeed with what he/she chose?

Why or why not? Write down some reasons why, in your opinion, the choice was or was not successful.

What are some examples of times when children are not given a choice about something?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 27

LEARNING OBJECTIVE

Observe and describe the toileting process of a child over two years old.

DIRECTIONS

1. Arrange to observe a group of toddlers over two years old.
2. Explain your assignment to the caregiver in charge.
3. During your observation time, be alert to the children's expressions of the need to toilet.
4. Observe one child long enough to answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

How did the child express her/his need to toilet?

Did the child manage her/his own clothing both before and after toileting?

Did the child seem confident and comfortable in the bathroom? Describe the behavior that made you think so.

Write down what the caregiver said or did that would promote the child's success and independence in toileting.

Describe the bathroom the children use. Are there any special features to promote independence in children?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 28

LEARNING OBJECTIVE

Provide infants and toddlers with experiences which promote positive self-concepts.

DIRECTIONS

1. Select one (or more if assigned) of the three experiences shown.
2. Check with the caregiver of the group to decide which child(ren) might be involved in the experience.
3. Prepare the materials.
4. Carry out the experience as planned.
5. Note the results of the experience. Was it appropriate for the age of the child or children involved? How did the child respond? What might be done differently next time?

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Mirror Game *Approximate age(s):* Over 6 months
Purpose(s): To help the child learn more about his/her own body
Child(ren) who might be involved: _____
Materials Needed: A medium-sized mirror which needs to be securely fastened or propped
Introduction: Hold the child in front of the mirror. If the mirror is low enough, sit with the child in view of the mirror.

Caregiver's Role: At first, watch the child's reactions to seeing himself/herself. Then say, "See (child's name)" as you smile and touch the child. After a few minutes of this, touch a body part. Name a part as you touch it. When you have done this a few times say, "Where's your nose?" If the child touches the wrong body part, gently put his/her hand on his/her nose as you again say the word.

Anticipated Infant's or Toddler's Role: The child will see himself/herself in a mirror while hearing his/her name. The child will also hear the name of one body part as he/she sees it in the mirror. The child may not try to find it on his/her own when you ask. He/she may touch the ear or hair instead. By gently helping the child locate the body part correctly, you are helping him/her succeed. This should be a fun, relaxed time with the caregiver.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Feeling Faces *Approximate age(s):* Over 24 months
Purpose(s): To promote a beginning understanding that everyone has feelings; to hear and use words to express feelings seen in pictures
Child(ren) who might be involved:
Materials Needed: Pictures of faces that show different feelings plainly
Introduction: Display pictures on a low bulletin board or table.

Caregiver's Role: When a child notices the pictures, talk with her/him about them. Say, "This person looks angry to me." Ask the child why she/he thinks the person may be angry. Listen closely. Point to another picture or watch to see which one the child looks at next. Ask the child what she/he thinks this person is feeling. Continue as long as the child is interested.

Anticipated Infant's or Toddler's Role: Since the pictures show feelings the child has, they will be of interest. The child will see the pictures as you talk. Hearing your words will help her/him develop a way to talk about feelings. If the child responds to your questions, you can get an idea about how much she/he understands. Some children may be able to say what feelings the pictures show.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Nonsexist Picture Book *Approximate age(s):* Over 24 months
Purpose(s): To share a nonsexist picture book with the child; to promote awareness of nonstereotyped roles
Child(ren) who might be involved:
Materials Needed: A picture book showing females and males, in both traditional and nontraditional roles
Introduction: Invite the children to sit with you and look at the book.

Caregiver's Role: When choosing the book, consider the children's developmental levels. Choose one with views you are comfortable with. Talk with the children about the book. Say, "This book is about people. It tells about the kinds of work they can do." Read the book aloud. If the children begin to lose interest, just talk briefly about the pictures. Encourage discussion. Ask related questions. Ask what the children see in the pictures. Ask about parents' jobs.

Anticipated Infant's or Toddler's Role: The book should be about something which is familiar to the children. They will be more able to share their experiences verbally. If you decide not to read all the words, they will hear you talk about the story. Some children will talk about what they see in the pictures. Some children may talk about what their parents do. Many children this age may not have an awareness of jobs yet. They may not know that their parents work.

Results:

Student's Name:_____ Date:_____
Course:_____

LAB EXPERIENCE 29

LEARNING OBJECTIVE

Provide infants and toddlers with experiences which promote prosocial behavior.

DIRECTIONS

1. Select one (or more if assigned) of the three experiences shown.
2. Check with the caregiver of the group to decide which child or children might be involved in the experience.
3. Prepare the materials.
4. Carry out the experience as planned.
5. Note the results of the experience. Was it appropriate for the age of the child or children involved? How did the child respond? What might be done differently next time?

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Roll the Ball *Approximate age(s)*: Over 9 months
Purpose(s): To play a simple game that involves some cooperation
Child(ren) who might be involved:_____
Materials Needed: A soft, medium-sized rubber ball
Introduction: Sit on the floor with the child and show him/her the ball.

Caregiver's Role: Let the child hold the ball and play with it for a few minutes. Talk with him/her using the words "ball" and "roll." Sit in front of the child not far away. Sit with your legs outspread. Show the child how to do the same. Gently roll the ball to the child. Make sure it goes right to him/her. Encourage the child to push it back. Show the child how to turn loose and push the ball. Praise his/her attempts to do this. Do not insist that the child does this if he/she is not ready.

Anticipated Infant's or Toddler's Role: The child may not be able to roll the ball physically. However, it is fun for the child when you roll it and praise him/her for "catching" it. This may only be stopping the ball with his/her legs. With your help, the child will learn to try to push it to you. This learning will be gradual. The child will be more interested in rolling it to you when he/she sees you are always going to roll it back.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Ball and Blanket Game *Approximate age(s):* Over 18 months
Purpose(s): To have fun playing cooperatively
*Child(ren) who might be involved:*_____
Materials Needed: A small blanket like a doll or baby blanket, or a towel; a medium-sized, lightweight ball
Introduction: Give two children a blanket or towel. Show them how to hold it by the corners so it dips in the middle.

Caregiver's Role: Gently drop a ball in the middle of the towel or blanket. Watch to see what the children do. If they seem unsure, gently thump the ball through the bottom of the blanket. Talk about making the ball bounce. Show the children how they can bounce the ball by stretching the blanket. Ask them what else they can do together to make the ball move. Let them discover things to do together. Praise their efforts to work together.

Anticipated Infant's or Toddler's Role: The children may want to lift one end of the blanket to roll the ball from one end to the other. They may discover they can take turns lifting the ends. This will make the ball roll back and forth.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Breaking Bread Together *Approximate age(s):* Over 24 months
Purpose(s): To experience sharing in a group
*Child(ren) who might be involved:*_____
Materials Needed: One loaf of fresh, uncut bread, soft enough to tear easily; napkins
Introduction: Show the children the bread. Ask who knows what it is.

Caregiver's Role: Tell the children you have a loaf of bread. Say, "We are going to share this bread. Everyone will get a piece to taste." Break off a small piece. Say, "This piece is mine." Place your piece on your napkin. Pass the loaf to the child next to you. Tell her/him to break off a piece. Then she/he will pass it on to the next person. Thank the child for sharing the bread.

Anticipated Infant's or Toddler's Role: Some children may notice the smell of the bread. If they do, enjoy this with them. This should be an enjoyable, relaxed time. The children will see the teacher model sharing. They will hear the word "sharing" to describe what they are doing. This will help them begin to understand the concept of sharing.

Results:

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction of the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in the specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction of the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in the specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

Performance Objectives Environments Unit V

Space Arrangement

- Summarize state and federal guidelines regarding the environment for infants and toddlers.
- Arrange indoor environment by interest areas.
- Provide an outdoor play area with appropriate equipment and a variety of surfaces.
- Organize storage areas to maintain equipment and supplies in cooperation with other staff members.
- Arrange both indoor and outdoor environments so that caregivers can see infants and toddlers easily.

Equipment and Supplies

- Select and use toys and equipment that encourage and support development.
- Make interesting and safe toys for infants and toddlers.
- Equip areas for diaper changing, feeding, resting, toileting, and recordkeeping.
- Discuss the suitability and function of each type of equipment: playpens, walkers, jumping seats, infant swings, adult rocking chairs, infant seats, cribs, and changing tables.
- Encourage parents to contribute to the environment.

Safety

- Prepare a safe environment that will not minimize the explorations of infants and toddlers.
- Discuss the safety considerations involved in the selection and use of these items: cribs, changing tables, highchairs, walkers, strollers, infant seats and infant swings.
- Demonstrate awareness of safety consideration for infants and toddlers in and around water, while being transported or held, and while in a motor vehicle.
- Develop and follow a set of guidelines titled, "Clothing Considerations for Male and Female Caregivers of Infants and Toddlers."

An Overview

To provide quality environments for infants and toddlers, caregivers consider space arrangement, equipment and supplies, and safety. Quality environments reflect the goals and purposes of the child care center. For example, if a center's goal is to promote independence, the environment will feature low shelves where infants and toddlers can reach the toys independently. The brief overview below summarizes some environmental considerations. The references listed on p. 72 will give the student more information.

Space Arrangement

A caregiver's options on how the available indoor space can be arranged are limited by the permanent features of the environment. Built-in cabinets and shelves, closets, bathroom fixtures, floor coverings, and the like influence how the rest of the space is arranged.

The space in an infant or toddler environment is arranged around daily routines and events. Arrivals and departures are smoother when cubbies, coat hooks, and sign-in sheets are located near the main entrance to the room. The diapering area should be convenient to water. Eating or feeding areas are best located near the entrance closest to the kitchen. Cribs for sleeping are located away from play areas. A recordkeeping area is arranged so that caregivers can easily remember to write down information about children's meals and eliminations.

The main purpose of the environment is to give infants and toddlers a place to explore. The environment should feature a variety of interesting play spaces. For example, open spaces are provided which stimulate gross motor play. These areas are equipped with blocks, push-pull toys, wheel toys, and climbing equipment. Cozy spaces give children a place to relax, be quiet, or be alone. One kind of cozy space has pillows, stuffed animals, and picture books. Another kind is a large cardboard box with the ends cut out. Toddlers enjoy a family living area which stimulates dramatic play. This area might be equipped with a couch, dolls, hats, dress-up clothes, and kitchen toys. Toddlers also need areas where fine motor skills are practiced. Such areas feature manipulative toys, games, or art equipment. The play areas can be divided by well-placed, low shelves. However, the caregiver should be able to see the children easily in all parts of the room.

Outdoor space, when planned carefully, also provides infants and toddlers with a variety of play spaces. Grassy areas, sandboxes, and hard surfaces give children a variety of textures to explore. Platforms and other types of low climbing equipment provide additional textured surfaces as well as gross motor play. A shady area is important for outdoor play in sunny weather. The entire area should be fenced and separated from the outdoor play space of older children.

Younger infants, not yet walking, benefit from a smaller, separate outdoor space. It should be grassy and not have too many stimulating pieces of equipment. Surfaces should be suitable for crawling.

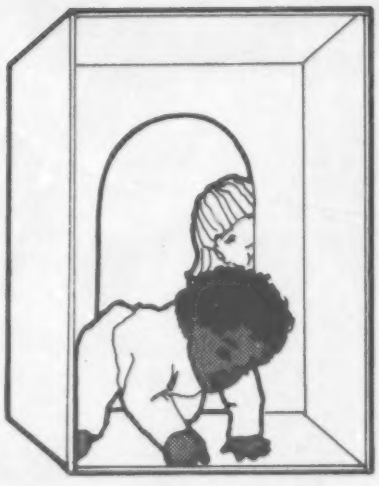
Equipment and Supplies

A variety of carefully selected toys and equipment are essential. To maintain children's interest, toys and equipment can be rotated. For example, a set of farm animals available all the time may not be used as frequently after a while. If, however, the set of farm animals is available some weeks and not during others, the children will be interested in playing with the set each time it is introduced.

Caregivers need to select toys and equipment which are appropriate for the developmental level of the children in their group. Toys that are too advanced are frustrating and may be dangerous. For example, wooden beads for stringing would not be a wise choice for infants or toddlers. Toys and equipment that are slightly challenging promote development. For example, toddlers enjoy the challenge of learning to ride a wheel toy that scoots across the floor on leg power. By observing the children and knowing the sequence of development, caregivers can provide the right toy or piece of equipment at the right time.

Safety

The safety of infants and toddlers is a constant concern of parents and child caregivers. Environments need to be safe and yet not minimize the explorations of the children. If appropriate precautions are taken, then infants and toddlers should be able to move about the environment safely.



Basically, caregivers have two functions regarding safety. One function is to prepare a safe environment by *child-proofing*. For example, all potentially hazardous supplies and equipment are removed from the reach of the children. Electrical outlets are covered and cords are secured. Rugs are secured to the floor. The second function is supervision. Quality caregivers are diligent in keeping a watchful eye on infants and toddlers at all times. Caregivers never turn away from an infant on the changing table. Outdoors, they observe children's play closely and stop hazardous activity. Caregivers save their social visiting with other staff for break times.

A safety check list is a valuable tool for caregivers. Every day, certain things need to be checked. Other things need to be checked once a month, once a season, and once a year. A safety check list lists all these important items and provides a space for caregivers to indicate that they checked for that item. For example, every day, caregivers need to check the condition of the outdoor play spaces for broken glass, cans, sticks, and other harmful items. Caregivers can indicate that the outdoor play space was checked on the safety check list.

REFERENCES

Braga, Joseph and Laurie. *Children and Adults: Activities for Growing Together* (Chapters 2-4).

Gonzalez-Mena, Jeanet, and Eyer, Diane W. *Infancy and Caregiving* (Chapter 5).

Munger, Evelyn M., and Bowdon, Susan J. *Beyond Peek-A-Boo and Pat-A Cake: Activities for Baby's First Year.*

O'Brien, Marion et al. *The Toddler Center* (Chapter 1).

Rubin, Richard R. et al. *Your Toddler* (Parts Two and Three).

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 30

LEARNING OBJECTIVE

Identify infant room features which support total infant development.

DIRECTIONS

1. Arrange to observe a room for infants under 18 months old when the children are present.
2. Sketch the room on a separate paper. Show major pieces of equipment and furniture, built-ins, storage areas, windows, and doors.
3. Answer the questions below.

KEY QUESTIONS

What features of the room arrangement or equipment make the room appropriate for infants?

In what ways does the room enable caregivers to met children's needs efficiently?

If you saw any unusual or outstanding features in the room, note them. (Include any especially good examples of arrangement, furniture use, or other good ideas.)

How did you feel while you were in this room? Why do you think it affected you this way?

Student's Name:_____ Date:_____
Course:_____

LAB EXPERIENCE 31

LEARNING OBJECTIVE

Identify toddler room features which support total child development.

DIRECTIONS

1. Arrange to observe a room of toddlers over 18 months old when the children are present.
2. Sketch the room on a separate paper. Show major pieces of equipment and furniture, built-ins, storage areas, windows, and doors. Indicate where the doors lead.
3. Answer the questions below.

KEY QUESTIONS

What features of the room arrangement or equipment make the room appropriate for toddlers?

In what ways does the room enable caregivers to meet the needs of toddlers efficiently?

Identify main traffic patterns. (These may be within the room, from one area to another. They may also be traffic flow in or out of the room.)

How did you feel while you were in this room? Why do you think it affected you this way?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 32

LEARNING OBJECTIVE

Use student-made toys or equipment with infant or toddler.

DIRECTIONS

1. Choose and construct two (or as many as assigned) toys for infants or toddlers from the ideas presented in the following pages.
2. Arrange to use your creations in a child care setting.
3. Answer the questions below.

KEY QUESTIONS

Briefly describe the toys you made.

What were the ages of the children who used them?

Describe the children's use of the toys.

Did you think these toys were appropriate for the children who played with them? Explain your answer.

HOMEMADE TOYS FOR INFANTS AND TODDLERS

SAFETY REMINDERS

Remember, anything used with an infant or toddler may be mouthed, so:

1. Use nontoxic, lead-free materials. Be especially careful to read labels on paint, markers, and glue.

2. Do not use toys that have attached or separate small pieces with children younger than two and one-half years old. The separate parts must be just as safe as the whole toy. Look at your toys in terms of how safe they would be if broken or taken apart.

FROM TRASH TO TOYS

SAVE THESE THROWAWAYS:

Aluminum cans (with smooth edges)
Coffee cans
Cardboard cans with metal caps (concentrated fruit juice cans)
Empty lemon and lime juice containers (the plastic ones that look like real fruit)
Milk cartons of all sizes
Egg cartons
Aluminum dishes
Plastic bottles and containers (Be sure they are clean and safe. Do not use bleach containers.)
Yarn bits
String and cord
Ribbon
Fabric scraps
Old magazines and calendars
Wrapping paper
Empty thread and ribbon spools
Carpet scraps
Wallpaper samples
Match boxes
Cardboard
Greeting cards
Shoe boxes
Boxes of all shapes and sizes
Cardboard tubes from wrapping, toilet, or other kinds of paper
Clothespins (the kind without springs is best)
Styrofoam trays

Choose some toys from the following pages to construct. You may see some ways you could change or improve the ideas. You may also want to use your imagination to design and make original toys.

SYRUP BOTTLE RATTLE:

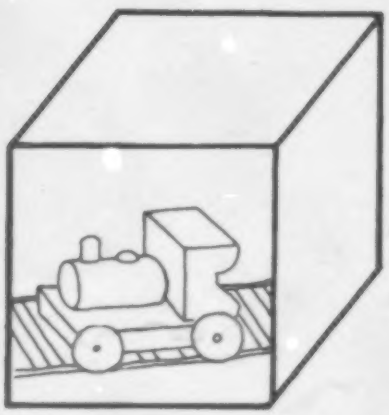
Age Range: 3-12 months

What You Need: small plastic syrup bottle with a handle
colorful dry cereal

How to Make:
1. Clean syrup bottle and remove the label.
2. Put about ¼ cup of cereal in the bottle.
3. Screw the lid on tightly. You may glue it on.

How to Use: Use as you would any rattle. Shake it gently in front of the baby. After the baby focuses on it, move it to one side. See if the baby turns his/her head to find the noise. Do not put the rattle into the baby's hand unless he/she is able to let go of the object independently.

PICTURE BOX:



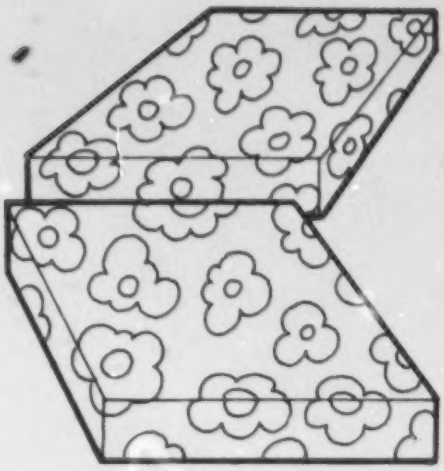
Age Range: 6-12 months

What You Need: heavyweight cardboard box (about the size of a disposable diaper box)
magazine picture of a familiar thing (It should be clear, colorful, and large)
scissors
glue
paint and brush

How to Make:
1. Paint the box.
2. On one side, glue the picture. Leave the other side blank.

How to Use: This is a remembering game. The caregiver sits on the floor with the box. Show the picture to the child. After the child has noticed the picture, talk with him/her about it. Then hide the picture by turning the box around. The child then tries to find the picture. The child may crawl around the box or turn box around.

CRAWL-OVER BOX:



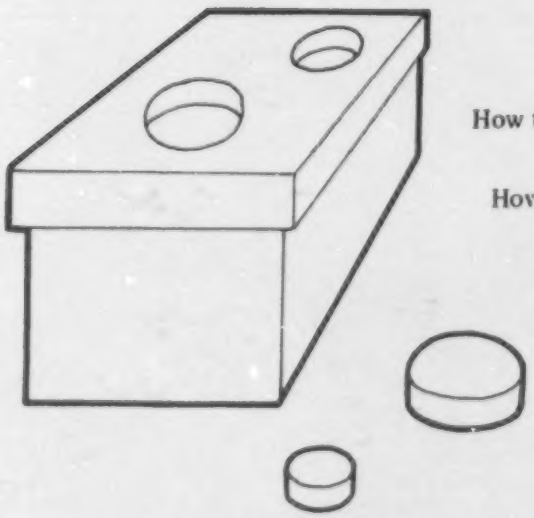
Age Range: 6-12 months

What You Need: shallow box with lid (about 3" x 12" x 18")
old telephone books or newspapers
brightly colored contact paper
tape
scissors

How to Make:
1. Fill the box with telephone books or wadded-up, individual sheets of newspaper. Make sure the box is packed firmly.
2. Put the lid on and tape the box shut.
3. Cover the entire box with contact paper.

How to Use: Put the box on a carpeted floor area. Infants who are crawling can go over it. Some will enjoy just pushing it around as they crawl.

PUZZLE # 1:



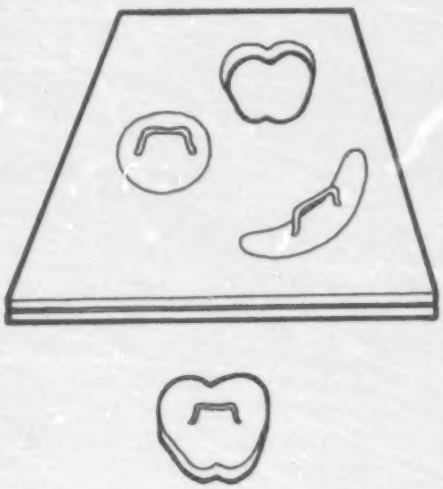
Age Range: 6-18 months

What You Need: shoe box lid
knife for cutting cardboard
2 round objects of different sizes, such as a tennis ball and a smaller ball or different-sized biscuit cutters with dull edges

How to Make: Cut two round holes in the lid. Make them the same sizes as your objects.

How to Use: This is a good first puzzle for a baby or young toddler. The objects to fit into the holes are large enough to be handled easily by a young child. Let the child experiment with the puzzle independently. Praise the child for her/his efforts. Depending on the child's reaction, you may need to show her/him how to use the toy.

PUZZLE # 2:



Age Range: 12-24 months

What You Need: 2 pieces of heavyweight cardboard about 10" x 14"
scissors or knife to cut cardboard
pipecleaner
glue
pencil

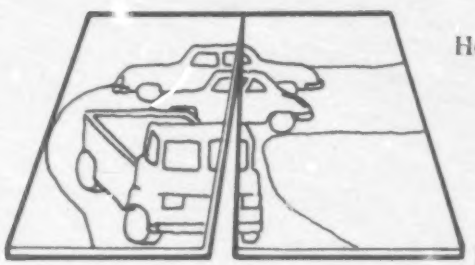
How to Make:
1. On one piece of cardboard, draw a shape, such as a square or a familiar animal.
2. Cut the shape out.
3. Make a loop in the pipecleaner and glue it to the middle of the shape for a handle.
4. Glue the piece you cut the shape from to a whole piece of cardboard.

How to Use: Place the puzzle on a low shelf. Observe the child's use of the puzzle. If the child seems unsure what to do, demonstrate. Show him/her how to lift the piece out and put it back in. Puzzles with several shapes per puzzle can be made as children master the simpler puzzle.

PUZZLE # 3:

Age Range: 18-36 months

What You Need: a piece of cardboard or tagboard
old magazines, or markers to draw your own picture
scissors
glue

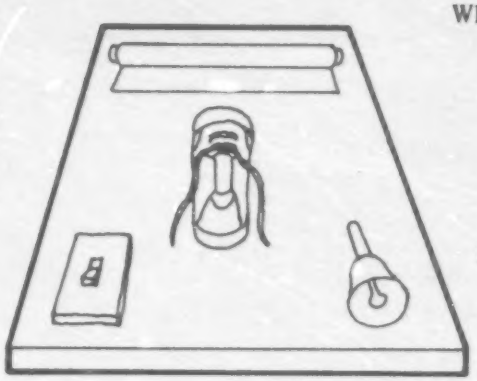


How to Make:
1. Find a large clean picture of something familiar to children or draw such a picture directly onto the cardboard or tagboard.
2. If you are using a magazine picture, glue it to the board.
3. Cut the board into two pieces.

How to Use: Make several so more than one child can use the puzzles. (Use different colored tagboard for each puzzle.) Place on low shelf for child's use. Talk with the child about how the pieces fit together.

Variation: For children who can put two pieces together easily, cut your puzzle into three or four pieces.

LATCH, SWITCH, AND TIE:



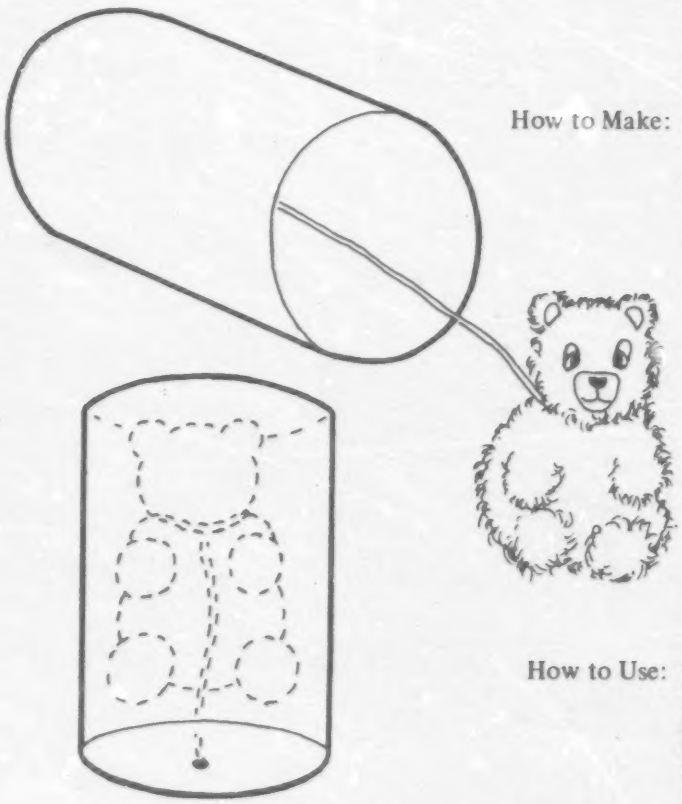
Age Range: 6-24 Months

What You Need: Lightweight piece of wood
glue
screws, if needed to secure objects to wood
sandpaper
objects a child can manipulate, such as lightswitch, a child's tennis shoe with a shoelace, window shade remnants (You can get these at stores which cut their own shades.), a small bell

How to Make:
1. Sand the wood until all of the edges and corners are smooth.
2. Glue or mount objects securely to the piece of wood. Objects selected will depend on the manipulative skills of the children in the group.

How to Use: Hold the board or place it on a flat surface while the child uses it. Do not prop it for use. It could fall and hurt a child.

GRASP-AND-PULL



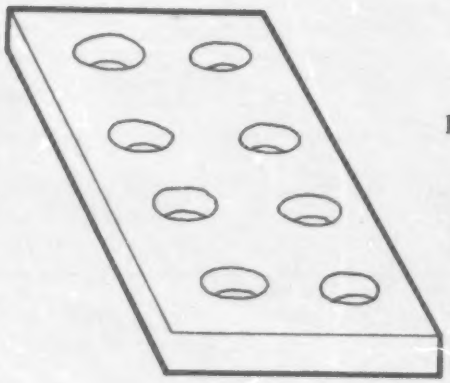
Age Range: 6-36 months

What You Need: coffee can with a plastic lid
can opener
3/4 " elastic
scissors
needle and thread
contact paper
small soft toy

How to Make:
1. Cut out both ends of the can. Make sure the edges are smooth.
2. Cover the can with contact paper.
3. Cut a strip of elastic the same length as the can.
4. Cut two 1" slits in the center of the plastic lid, about 1" apart.
5. Thread the elastic through the lid. Start on the inside of the lid. Push the elastic up through one of the slits until about 2½" is showing on the top of the lid. Take this short length and thread through the other slit. Stitch this shorter length to the longer length of elastic on the inside of the lid.
6. On the end of the elastic secure a small soft toy. Use a cloth ball or a stuffed animal. The toy should be light enough to be pulled back inside the can by the elastic.
7. Place the lid on the can. The toy will hang down inside the can.

How to Use: This toy provides practice in grasping. The child can grasp the toy inside the can and pull it. When it is released, the toy will pop back inside the can. An adult may need to help by holding the can while the child pulls.

POKE-AND-FEEL BOX:



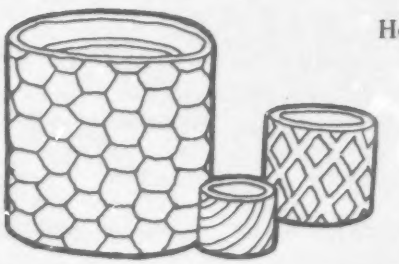
Age Range: 8-24 months

What You Need: flat box with lid (The box should be no more than 1½" or 2" deep.)
glue
textured items such as cotton, sponge, fur, or other fabrics

How to Make:
1. Cut several small holes in the top of the box. These should be large enough for the child to poke in a finger without seeing inside.
2. In the bottom of the box, draw three lines, separating the box into four equal sections.
3. In each section, glue different textured items. Fill one section with cotton, one with a strip of sponge, etc.
4. Put the lid on the box.

How to Use: Show the child how to poke her/his fingers into the holes. Observe her/his response. Talk with the child about the different textures she/he feels.

NESTING CANS:



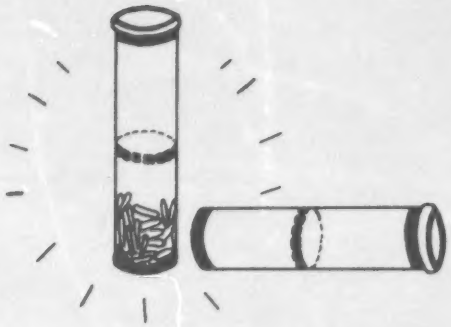
Age Range: 8-36 months

What You Need: 3 or 4 cans (Each one should be a little larger so they will fit inside one another.)
paint or contact paper

How to Make:
1. The cans should be smooth and clean. For safety, use only aluminum.
2. Cover the cans with paint or colored contact paper.
3. If you are making more than one set, you may want to use the same color or pattern on each set. This is not necessary, but will encourage sorting of different sets by older toddlers.

How to Use: Place on a low shelf. When a child indicates interest, talk with her/him about the cans. Talk about taking them out and putting them in one another. At first, the child may not be able to fit them all together. Let the child discover this on her/his own.

SOUND CANS:



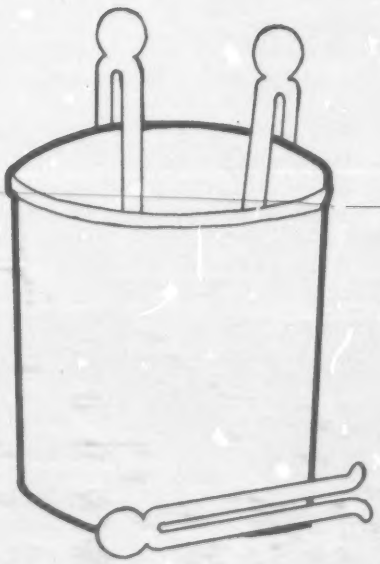
Age Range: 12-36 months

What You Need: 4 or 5 cans (Use cardboard cans with metal lids; frozen concentrated fruit juice cans work well.)
large empty thread spools
Cheerios, or other safe noisemakers
glue
scissors
contact paper or fabric in two solid colors

How to Make:
1. Put noisemakers, such as two thread spools or some Cheerios, in some of the cans. Leave other cans empty.
2. Use additional cans as lids. Glue each pair of cans together.
3. Cover all the empty cans in one color. Cover all the "noisy" cans in a different color.

How to Use: Offer all of the cans in your set to a child. Let the child experiment with them. As the child finds the ones that make noise, listen to the sounds with him/her. Talk about the noise. When the child finds an empty can, notice what happens. Some children may come to notice that the color difference is related to the sounds.

CLOTHESPIN GAME:



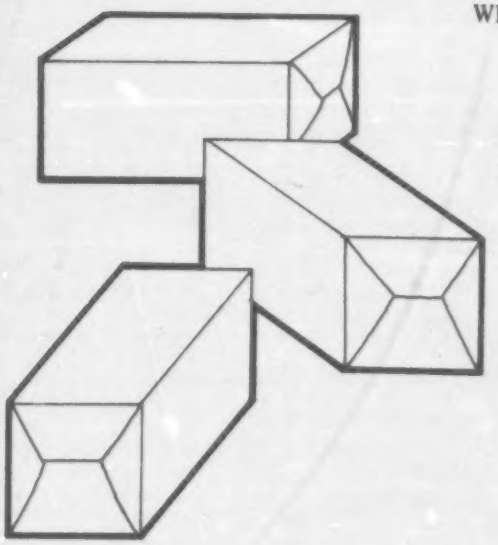
Age Range: 12-36 months

What You Need: round clothespins (Spring-style pins can be used with older toddlers.)
coffee cans
paint for cans and clothespins

How to Make:
1. Paint two or three sets of about 10 clothespins. Use a different color for each set.
2. Paint coffee cans, using a different color for each. If you choose, the cans could be covered with contact paper.
3. Clip the clothespins around the top of each can. Use red pins on a red can, etc.

How to Use: Very young children will enjoy dropping the pins into the cans and dumping them out. Show the child how to clip the pins on the can. Don't worry if the child is not interested in this at first. Let her/him use the toy in her/his own way.
Different colors may encourage some sorting. However, this is not the focus of the toy for young children. Notice if the child does this, but do not insist.

MILK CARTON BLOCKS:



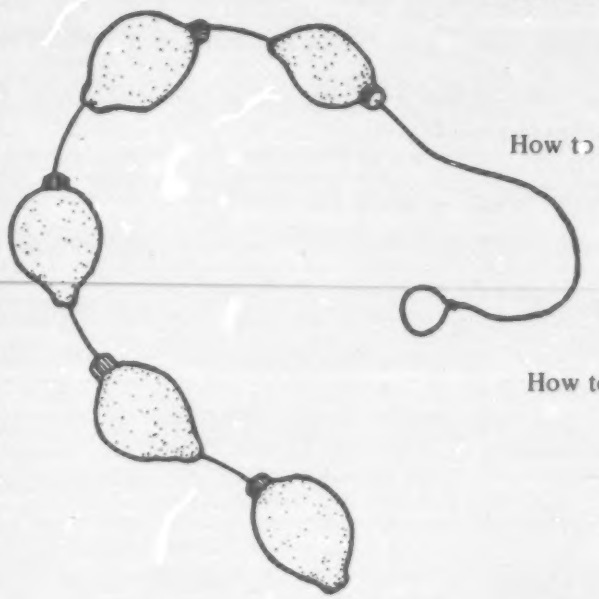
Age Range: 12-36 months

What You Need: 15-20 or more milk cartons. Use gallon, half-gallon, quart, and pint sizes.
covering for blocks (contact paper, fabric scraps, etc.)
newspaper

How to Make:
1. Rinse out the cartons and dry.
2. Wad up sheets of newspaper. Stuff the cartons until they are firmly packed.
3. Fold down the spout end so it is flat and the carton is shaped like a block.
4. Cover.

How to Use: Place in the area designated for block play. Encourage the children who are interested to build with them. Observe their use of the blocks. Talk with them about their work.

PULL TOY:



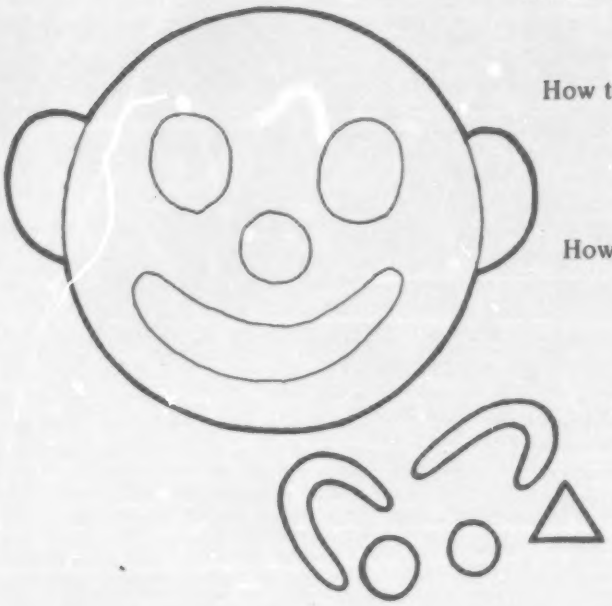
Age Range: 12-36 months

What You Need: 4 or 5 empty lemon or lime juice containers. (Use the kind that look like real fruit.)
an ice pick
cord

How to Make:
1. Poke a hole in the bottoms of the containers.
2. String the cord through the top openings and bottom holes. String all of the containers together.
3. Tie a knot in one end of the cord. Leave enough at the other end to pull with. Then, tie a knot in this end.

How to Use: Place several pull toys on a low shelf. Observe child's use of toys. If necessary, show him/her how to use the string to pull the toy. Talk with the child about making the toy move or crawl as he/she does this.

FLANNEL BOARD FACE:



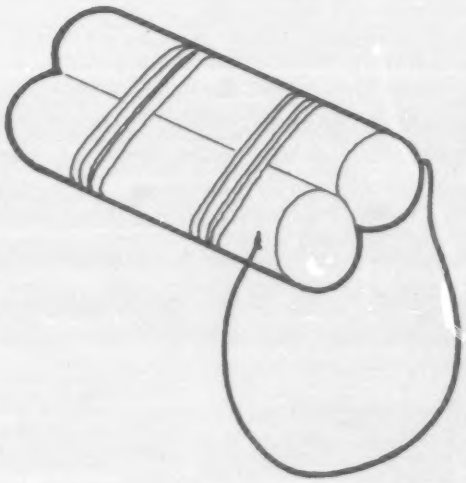
Age Range: 18-36 months

What You Need: a piece of felt (about 12" x 24")
scraps of felt of different colors
scissors

How to Make:
1. Cut a big circle from the felt for a face.
2. From felt scraps of different colors, cut smaller circles and shapes to represent eyes, nose, and mouth.

How to Use: Ask a child to help you put the large circle on a flannel board. Talk with her/him about faces. Have a mirror nearby. Encourage the child to show you her/his own eyes, nose, and mouth. Explain that the circle is like a face. Show the child the shapes you have cut. Suggest that she/he give the face some eyes, then a nose, and a mouth. At first, the child may put the pieces anywhere on the face. With practice the child will learn where everything goes.

BINOCULARS:



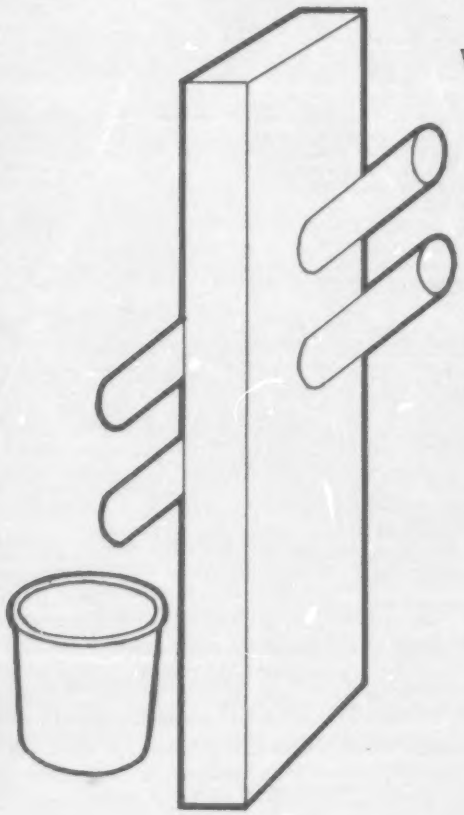
Age Range: 18-36 months

What You Need: 2 empty toilet tissue tubes
glue
masking tape
hole puncher
yarn or string
4 paper hole reinforcements

How to Make:
1. Glue the two tubes together, lengthwise, not end to end.
2. After the glue is set, tape the tubes together for a secure hold.
3. Punch a hole about 1½" from the ends of both tubes.
4. Thread the string through the holes to make a holder to go around the child's neck. Allow enough yarn so the child can get it on and off easily.

How to Use: Making several sets of binoculars ensures that everyone gets a chance to use a pair. Put these on a low shelf. When children indicate an interest, show them how to look through the tubes. Ask the children to tell you what they see.

TUBE TUNNELS:



Age Range: 18-36 months

What You Need: a tall, thin box (20" or taller)
a cardboard tube, longer than the width of the box
2 coffee cans or other such containers
several balls or toy cars that will fit in the tube
scissors

How to Make:
1. Cut two holes in opposite sides of the box. Cut them at different levels. Make them the same size as the ends of the tube.
2. Place the tube through the holes. Glue in place if necessary to hold.

How to Use: Give one child a can of balls or cars. The child puts them, one at a time, in the higher end of the tube. Someone at the other end is ready with a can to catch the toy. The can should be deep enough so the toy is not likely to hit it and bounce out. A coffee can makes a good sound to let the child know the toy has been caught at the other end.

Variation: Use two tubes of different diameters. Provide a can of larger toys and smaller toys. This can reinforce the concept of "big and little."

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 33

LEARNING OBJECTIVE

Identify safety practices in a child care center.

DIRECTIONS

1. Arrange to observe in a child care center.
2. Explain your assignment to the person in charge.
3. Use the Indoor Safety Check List on the next page.
4. Answer the questions below.

KEY QUESTIONS

Look at your check list. Did you check more items "yes" or "no"?

Identify any items you were unsure about and explain why you were unsure.

For all the items you checked "no," explain what would need to be done to ensure safety.

INDOOR SAFETY CHECK LIST

	Yes	No
1. Entire center appears clean. Especially notice restrooms, food preparation areas, and garbage disposal areas.	_____	_____
2. Unused electrical outlets are covered with child guards.	_____	_____
3. Electrical cords are out of children's reach.	_____	_____
4. All surfaces are nontoxic and free from peeling paint.	_____	_____
5. Furniture is sturdy, in good repair, and safe.	_____	_____
6. Windows and mirrors are smooth, free from chips or cracks.	_____	_____
7. Windows, doors, and screens are secured so child cannot crawl through or fall out.	_____	_____
8. Carpets or rugs are not frayed, and are secured to prevent tripping.	_____	_____
9. Stairs are equipped with handrails. (If center has no stairs, indicate with NA.)	_____	_____
10. Toys and equipment are in safe working condition. (Check for rough, sharp edges or broken parts.)	_____	_____
11. Infant barriers are securely positioned and in good repair.	_____	_____
12. Toys are stored in an organized way when not in use.	_____	_____
13. Toilets, stools, and sinks are at a safe height for children.	_____	_____
14. Plumbing is free from leaks.	_____	_____
15. Water temperature in children's sinks are regulated to prevent scalding.	_____	_____
16. Free from signs of rodents or insects.	_____	_____
17. Cleaning materials, medicine, first aid supplies, and teacher supplies (scissors, paper cutter) are stored in locked cabinets.	_____	_____
18. Basic first aid information is posted.	_____	_____
19. Kitchen equipment is out of children's sight or reach unless supervised.	_____	_____
20. All cleaning materials and medical supplies are stored separately from food.	_____	_____
21. Fire safety is promoted by clear passageways, unblocked exits, marked exits, and posted fire evacuation plan.	_____	_____
22. Severe weather alert procedures are posted.	_____	_____
23. Heating units are screened or in inaccessible room or area.	_____	_____

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction of the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in the specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction of the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in the specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

Performance Objectives Nutrition and Health Unit VI

Nutrition

- Summarize state and federal guidelines regarding nutrition for infants and toddlers.
- Discuss the nutritional needs of infants and toddlers.
- Exchange information daily with parents to meet the nutritional needs of infants and toddlers.
- Prepare and serve nutritious food for infants and toddlers in a sanitary manner.
- Describe positive mealtime routines for infants and toddlers.
- Use meals, eating, and modeling to promote infants' and toddlers' understandings of themselves and the world.
- Follow guidelines recommended by physicians or parents for children with special dietary needs.

Health

- Summarize state and federal guidelines regarding health for infants and toddlers.
- Explain how colds and other communicable diseases are spread.
- Discuss hygienic practices to be observed by caregivers of infants and toddlers.
- Provide daily health routines which promote infants' and toddlers' growth and all aspects of development.
- Exchange information daily with parents to meet the health needs of infants and toddlers.
- Follow the center's policies regarding the care of sick children.

An Overview

Caregivers have a big responsibility in promoting the health of the infants and toddlers in their care. Nutritious meals and snacks and good health habits are important. Caregivers need knowledge of the basic nutrients and the USDA Daily Food Guide in order to plan nutritious meals and snacks. Good health habits, such as hand washing, are practiced by caregivers and children alike. Other health care practices observed by caregivers help prevent the spread of illness. The brief summary below reviews important nutrition and health considerations. More information on this topic can be found in the references listed at the end of the overview.

Nutrients and Basic Food Groups

There are many nutrients required by the body for health. For example, proteins are used to make new tissue for growth, and help in the repair of damaged tissues. Vitamins, chemicals found in foods, are needed by the body to do a number of important jobs. Vitamin A promotes normal skin and vision, as well as normal growth. Vitamin C helps the body use minerals, another nutrient, and repair damaged tissues. Other nutrients include carbohydrates, fats, and water.

All of these essential nutrients are found in foods. Certain types of foods are good sources of a particualr nutrient. For example, meats, nuts, and dairy products are good sources of protein. Fruits and vegtables are good sources of vitamins and minerals. So that people can plan to eat a variety of foods, the U.S. Department of Agriculture (USDA) has established the Daily Food Guide. The Guide classifies foods into five groups based upon the type of nutrients in the foods. The five groups are: Milk and Milk Products, Meat and Legumes. Bread and Cereal, Vegetable and Fruit, Fats and Sweets. Each day, individuals need to have a certain number of servings from each of the first four groups. There are no recommended servings from the fifth group of fats and sugars. Foods such as chips, candy bars, and carbonated beverages fall into this fifth group.

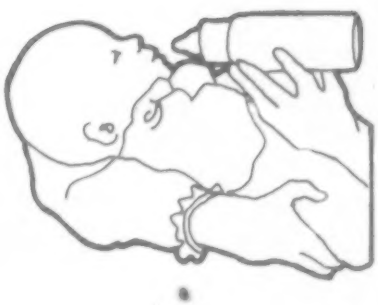
Meals

Infants' earliest nutritional needs are met by milk, either from the breast or bottle. These early mealtimes also meet infants' emotional needs for closeness and sucking. When giving an infant a bottle, the caregiver should hold, cuddle, and talk to the baby. This practice should be continued until the child is weaned.

Solid foods are usually introduced between three and six months of age. The first food offered is often an easily digested baby cereal. Baby cereals are enriched with iron. This is because the infant's natural supply of iron lasts only two to four months. After that time, infants need iron in the diet. Gradually, other solid foods are introduced one at a time so that caregivers can observe for allergic reactions. After cereals, fruits and vegetables may be introduced. Meats are given when the child is about five or six months old. By the time infants are nine to 12 months old, they can eat some table foods. By 30 months, toddlers are usually eating the same foods adults eat. With this increase in the variety of foods eaten by older toddlers, planning becomes very important. The Daily Food Guide helps parents and caregivers plan diets for toddlers that feature a variety of nutritious foods.

Besides meeting nutritional needs, eating also affects social, emotional, and intellectual development. Positive interactions between caregivers and children during meals promote trust. Caregivers model for children habits and attitudes about food. It is important for caregivers to be relaxed and enjoy food experiences with children. Feeding and eating are messy processes, especially as increasing muscle control allows children to reach and grab, and then to feed themselves. Messiness is hard for some adults to accept. However, it is a necessary part of children's learning.

Children's appetites vary for many reasons. Infants who are teething may not be as hungry as usual. If children are ill, they may not want to eat. Appetites also depend on growth rate. During a growth spurt, children seem hungrier than usual. When the growth rate slows down, for example between 12 and 18 months, appetites are smaller.



Health

When caring for infants and toddlers, caregivers practice a number of procedures that promote and maintain health. Certain health care procedures need to be followed when food is prepared and served, when children arrive at the center each day, when diapers are changed, and when children become ill. Caregivers also model and guide the children in acquiring healthy habits.

All foods should be prepared and served using clean surfaces, cooking utensils, and serving dishes. Bottles, nipples, and eating utensils should be sterilized in a dishwasher or scalded in boiling water and air-dried. Foods must be properly stored in order to prevent spoilage and preserve nutrients. Bottles brought by parents must be labeled clearly with the child's name, and refrigerated until used. When infants eat baby food from a jar, the caregiver serves a portion of the food in a dish. The remaining food can then be refrigerated up to 24 hours. Babies should never be fed from the baby food jar until they are eating a whole jar at one sitting. The saliva from the infant's mouth will promote growth of bacteria in the unused portion.

As infants and toddlers arrive at the center each day, caregivers conduct a daily health check. This is done informally and should not alarm the parents or children. The caregiver simply observes for signs of health. Bright eyes, clear skin, and an alert attitude are signs of health. A cough, runny nose, temperature, or a cranky disposition may indicate illness.

Children who become ill at the center are usually separated from the group and the parents are called. The reason a child is moved from the group is mainly for the child's comfort. This also helps prevent the spread of highly contagious diseases. However, the children in the group have most likely been exposed to the illness already. Isolation does not always stop the spread of the illness, so caregivers must depend on prevention measures to keep illnesses under control.

By diligently observing good health care practices, caregivers can help control the spread of contagious diseases. For example, when diapers are changed, caregivers should wash their hands before and after changing the diaper. Each infant should have individual supplies. Disposable cloths and changing mats should be used only once, then discarded. The receptacle for soiled diapers should be kept out of reach of the children. Caregivers practice many other health care habits, such as keeping children's noses clean, sanitizing toys and equipment regularly, and allowing plenty of sunlight and fresh air into the rooms. These caregiver actions are also models for children. This is the way that caregivers of infants and toddlers promote good health habits in their children.

Parents

Since parents play the central role in the life of the child, it is essential that caregivers and parents communicate about a child's health. Decisions regarding when new foods will be introduced, or when a child will be weaned are the parents' responsibility. Parents also inform caregivers about food allergies and food likes and dislikes. Caregivers should keep a daily record of what foods are eaten at the center, when, and how much. Daily records also include spaces to record information about eliminations, sleep, and special events or achievements. Parents need a clear understanding of a center's health policies. Policies include statements on whether a center will care for ill children and how ill children may be before parents are expected to make other arrangements. Effective, daily communication between parents and caregivers is essential in promoting and maintaining the health of infants and toddlers.

REFERENCES

Gonzalez-Mena, Jeanet, and Eyer, Diane W. *Infancy and Caregiving* (Chapter 5).

Hildebrand, Verna. *Parenting and Teaching Young Children* (Chapters 16 and 17).

O'Brien, Marion et al. *The Toddler Center* (Chapter 5).

Willis, Anne, and Ricciuti, Henry. *A Good Beginning for Babies: Guidelines for Group Care* (Chapter 2).

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 34

LEARNING OBJECTIVE

Describe a mealtime for an infant under six months old.

DIRECTIONS

1. Observe an infant under six months of age during a mealtime.
2. Answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

Describe the infant's behavior during the mealtime. Include ways in which the infant expressed an interest in the food offered, and participated in the mealtime.

Describe the caregiver's behavior and interaction with the child while feeding him/her. Include what the caregiver did to make the meal relaxed and enjoyable.

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 35

LEARNING OBJECTIVE

Describe a mealtime for children who are between 18 and 36 months old.

DIRECTIONS

1. Observe two toddlers during a mealtime.
2. Answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

First Name of Child: _____ Age in Months: _____

Describe the behaviors of the two toddlers during the meal. Include behaviors that showed hunger or lack of hunger, positive or negative attitudes about trying new foods, and expression of dependence or independence through self-feeding.

Describe some of the ways the toddlers participated in the preparation and serving of the meal, or the cleanup afterwards.

Describe some caregiver behaviors you saw that promote positive attitudes about mealtime and nutritious foods.

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 36

LEARNING OBJECTIVE

Describe a snack routine for a group of toddlers who are between 18-36 months of age.

DIRECTIONS

1. Observe a group of toddlers who are between 18 and 36 months old. Arrange to observe their snacktime.
2. Answer the questions below.

KEY QUESTIONS

Describe what happened in getting ready for, during, and immediately following snacktime. Include ways in which the toddlers were involved in any of these processes.

What were some of the children's behaviors that led you to believe they enjoyed the snacktime?

Describe some positive caregiver interactions with the children during the snacktime.

List the foods that were served.

Approximately how long did the snacktime last?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 37

LEARNING OBJECTIVE

Plan, prepare, and serve a snack for toddlers.

DIRECTIONS

1. Arrange with a child care center to serve a snack to a group of toddlers.
2. Plan the snack with the person in charge. Consider the entire day's menus, and what the center already has on hand or is willing to purchase.
3. Answer the questions below.

KEY QUESTIONS

List the foods you served. Give your reasons for your choices. How did these foods contribute to the children's daily food requirements?

List the steps you followed in preparing and serving the snack. Include how you involved the children.

Describe the children's reactions to your snack. What behaviors led you to believe they did or did not enjoy the foods you offered?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 38

LEARNING OBJECTIVE

Feed an infant a bottle.

DIRECTIONS

1. Arrange to assist with an infant bottle-feeding time.
2. Give a bottle to an infant.
3. Answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

What infant behaviors showed she/he was ready for a bottle?

Describe the infant's behavior while you fed her/him. Did the infant look at you? Cuddle? Seem indifferent? Fall asleep?

How did you know when the baby was satisfied and ready to stop sucking?

List at least four caregiver behaviors that are important during bottle feeding. Include behaviors which will nurture the caregiver's relationship with the baby.

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 39

LEARNING OBJECTIVE

Feed strained foods to infants.

DIRECTIONS

1. Arrange to feed two infants during their usual mealtimes.
2. Answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

First Name of Child: _____ Age in Months: _____

How did you know when it was time to feed the babies?

List the steps you followed in preparation for feeding the infants.

What behaviors did each infant show that indicated interest in the food?

What did each infant do to let you know he/she was satisfied and ready to do something else?

Describe anything you especially enjoyed or had problems with in this experience.

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 40

LEARNING OBJECTIVE

Plan and carry out a food experience with infants or toddlers.

DIRECTIONS

1. Choose and plan one (or more, if assigned by your instructor) of the following three food experiences for infants or toddlers.
2. Arrange to use the activity with an appropriate child or group of children.
3. Carry out the experience as planned.
4. Note the results of the experience. Did the activity seem appropriate for the age of the child or children involved? How did the child or children respond? What might be done differently next time?

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Food Basket Turnover *Approximate age(s):* 6-8 months
Purpose(s): To experience foods by looking at, touching, smelling, and manipulating them
Child(ren) who might be involved: _____
Materials Needed: A small, fresh eggplant; an orange; a box or basket
Introduction: Place the foods in a small, open box or basket. Put the box on the floor or a low shelf.

Caregiver's Role: (Be sure all of the foods are washed thoroughly before the activity.) When the child notices the box, observe her/his reactions. As the child feels the foods or dumps the contents of the box, talk about what she/he sees. Use words like "smooth" for the eggplant or "round" and "orange" for the orange. Pick one up and smell it. Hold it for the baby to smell if she/he is interested. Try rolling the orange on the floor.

Anticipated Infant's or Toddler's Role: Most babies will enjoy dumping and filling the box. As the baby does so she/he is feeling and experiencing the foods in her/his own way. Some babies may try to bite into the foods. That is not harmful. It is just the baby's way of finding out about the food. If you have different shapes and textures of foods (orange is rough, eggplant is smooth) the child is also learning about this.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Juice Ice Cubes *Approximate age(s):* 8-36 months
Purpose(s): To experience and manipulate a frozen food
Child(ren) who might be involved:
Materials Needed: Ice cube tray, fruit juice (with no sugar added)
Introduction: Empty the frozen fruit juice cubes into a plastic bowl as the child watches.

Caregiver's Role: Talk with the child about what you are doing as he/she watches. Use the words "juice" or "orange juice." Put the child in a highchair, feeding table or at a regular table. Give the child a bowl and put one of the cubes in it. As he/she tastes, talk about how it tastes and feels. This is especially fun for the teething baby. The cold cube is soothing to the gums. This will be a messy activity, so be prepared. Put a bib on the child, and protect the floor.

Anticipated Infant's or Toddler's Role: The infant or toddler will hear your words for what he/she sees, tastes, and feels. The child will experience a favorite food in an unusual form. The cube will be slippery and may be frustrating for a child. In this case the caregiver may need to assist by breaking the cube into pieces.

Results:

INFANT OR TODDLER EXPERIENCE PLAN

Topic: Tasting Game *Approximate age(s):* 18-36 months
Purpose(s): To identify and name familiar nutritious foods by looking at and tasting them
Child(ren) who might be involved:
Materials Needed: Large plate or tray; bite-sized pieces of cheese, apple, orange, banana, carrot, or crackers
Introduction: Offer the child two or three foods on a tray or dish.

Caregiver's Role: Ask the child to name the foods. Accept any attempt at naming if it sounds similar to the correct name. If a child calls a banana "apple," gently put her/his hand on the apple slice. Say, "This is a piece of apple." Encourage naming all the foods. If needed, repeat the name of each food. This reinforces the child's attempts to name the food. After all foods have been named, ask the child to close her/his eyes. Put a piece of food in the child's hand. Ask her/him to eat and name a food without looking at the food.

Anticipated Infant's or Toddler's Role: The child may say a word unclearly or say only part of the word. She/he may say "nana" for banana. This shows the child is familiar with the food and has probably tasted it. The child will name each food by looking at and touching it. She/he will will then name three or four foods by tasting them without looking. If the child is hesitant to close her/his eyes, encourage the child to taste with her/his eyes open and name the foods.

Results:

Student' Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 41

LEARNING OBJECTIVE

Change an infant's or toddler's diapers and keep related records.

DIRECTIONS

1. Review the guidelines for changing an infant's diaper, p. 106.
2. Observe a caregiver changing diapers. Observe long enough to become familiar with the procedure.
3. Change at least two diapers for an infant or toddler.
4. Using the "Daily Report for Infants and Toddlers" on the next two pages, record the information requested in the 'Eliminations' section.
5. Answer the questions below.

KEY QUESTIONS

First Name of Child: _____ Age in Months: _____

Describe each step you followed in changing the child's diapers. List these steps in order.

Describe the child's behavior and the way the child related to you while being changed (eye contact, smiling, squirming, etc.).

List four important caregiver behaviors during diapering. Give reasons why you think each one is important.

Daily Report for Infants and Toddlers

Child's Name: _____ *Date:* _____ *Time Arrived* _____

Recording Caregiver: _____

FOOD INTAKE
[Record times, amount, and type of foods eaten.]

ELIMINATIONS
[Circle type of diaper. Note only BMs for toddlers. Note the condition of the stool.]

Time	*Type*	*Notes*
_____	BM Wet	_____
_____	BM Wet	_____
_____	BM Wet	_____
_____	BM Wet	_____
_____	BM Wet	_____
_____	BM Wet	_____

MEDICATIONS
[Note type and amount.] _____
[Note the time given.] _____

SLEEP
[Record when and how long.]

ACTIVITIES AND COMMENTS
[Note activities of the day.]

Daily Report for Infants and Toddlers

Child's Name: _____ *Date:* _____ *Time Arrived:* _____

Recording Caregiver: _____

FOOD INTAKE
[Record times, amount, and type of foods eaten.]

ELIMINATIONS
[Circle type of diaper. Note only BMs for toddlers. Note the condition of the stool.]

Time	*Type*	*Notes*
_____	BM Wet	_____
_____	BM Wet	_____
_____	BM Wet	_____
_____	BM Wet	_____
_____	BM Wet	_____
_____	BM Wet	_____

MEDICATIONS
[Note type and amount.] _____
[Note the time given.] _____

SLEEP
[Record when and how long.]

ACTIVITIES AND COMMENTS
[Note activities of the day.]

GUIDELINES ON DIAPERING

Infants and toddlers wearing diapers should have their diapers checked at least every hour when awake, before napping, eating, going outside, or departing the center. The following guidelines should be followed so that diapering is sanitary, safe, and enjoyable for the children.

STEP 1: *Preparing.* Be sure the diaper-changing area is completely stocked and in order. Check for written instructions from the parents. Place a disposable changing mat on the table. (Wax paper works well and is inexpensive.)

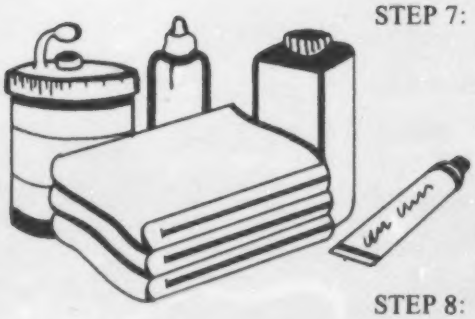
STEP 2: *Washing.* Wash your hands with soap and warm water. Dry on a fresh, disposable towel.

STEP 3: *Bringing.* After you discover that a child needs changing, tell the child what you are going to do. Bring the child to the diapering table. From this point on, do not turn away from the child.

STEP 4: *Changing.* Remove the soiled or wet diaper and set aside. Clean the child's bottom with individual disposable cloths. If wet cloths are used, let the child's bottom dry a few seconds. Apply ointment or powder as requested and provided by the parents. Gently shake powder on your hand first, then apply. Put on a clean diaper. Pins on cloth diapers should point out, away from the child's body. Replace any wet clothing with dry clothing.

STEP 5: *Interacting.* During the entire process, talk to the child and explain what you are doing. Talk about the child's body. Keep your voice warm and calm.

STEP 6: *Returning.* After the child has been changed, reintroduce the child to the group. Make this a smooth transition.



STEP 7: *Cleaning Up.* Return to the diaper-changing area and dispose of the soiled or wet diaper, washcloths, and changing mat. If disposable diapers are used, these can be thrown away in a container that is lined with a plastic bag and sealed with an airtight lid. BM should be disposed of in the diaper flush or toilet. Cloth diapers can be placed inside a plastic bag, tied, and returned to the child's diaper bag. (Old bread bags serve this purpose well.) Particularly odorous disposable diapers can also be placed in a small bag, tied, and thrown away. Rinse the changing table with a disinfectant.

STEP 8: *Washing.* Wash your hands once again with warm water and soap.

STEP 9: *Recording.* Use the child's daily record to record information about the diaper change.

STEP 10: *Replenishing.* Replenish items which are running low. Reorganize the area if needed.

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction of the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in the specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction of the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐
*Specific**					
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in the specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

Terms and Definitions Glossary of Terms

accommodation
When an adjustment in thinking is made as a result of a new understanding or concept.

age-appropriate
Suited to a person's age.

aggressive behaviors
Forceful behavior to get what is wanted.

anecdotal record
A step-by-step description of one event or situation.

assertive
Strong-willed or insistent.

assimilation
When a person develops a new understanding from seeing, handling, or otherwise experiencing something.

attachment
A bond which develops between two people. When a child develops an attachment to a caregiver, she depends on the caregiver to meet her needs. She prefers that caregiver.

autonomy
Being able to act independently.

babbling
Consonant and vowel sounds combined, including repetitive sounds such as "lala" or "dada"

Babinski reflex
A reflex evident in an infant when the sole of the foot is stroked and the toes fan out while the foot twists in.

behavior check list
A list of skills and behaviors which children usually have achieved by a certain age.

body proportion
The relation of different parts of the body to the whole body.

cephalocaudal law
A principle of human development in which development proceeds from the head to the feet.

cognitive development
Mental growth.

consistency
Acting in the same way repeatedly.

contagious diseases
Illness which can be caught by direct or indirect contact with a sick person.

cooing
The first non-crying sounds an infant makes, including vowel-like sounds such as "ooooo" or "ah."

developmental level
The current stage or degree of development, including growth in the social/emotional, physical, cognitive, and language areas of development.

egocentric
Interested in things concerning the self. Young children are egocentric because their thinking centers around the way they see the world in relation to themselves.

environment
The physical and emotional conditions surrounding a person.

eye-hand coordination
The ability to use the hands and eyes together to accomplish something, such as grasping an object or stringing beads.

facilitator of learning
A person who supports and encourages learning through indirect means.

feral children
Children who are said to have lived isolated from humans for a part of their early years.

fine motor development
Growth in the ability to use the small muscles.

grasping reflex
A reflex seen in an infant when something is placed in the hand and the child makes a tight grasp. The grasp becomes tighter when the object is pulled away.

gross motor development
Growth in the ability to use the large muscles.

guidance techniques
Ways to encourage children's positive behavior as well as ways to avoid or respond to negative behavior. Guidance techniques include modeling, redirection, removal from the group or activity, and positive statement of requests.

hierarchical sequence
The order of development. Certain behaviors or types of growth are built upon simpler behaviors acquired earlier.

initiating
Leading into an exchange or interaction.

interaction
An exchange of words, actions, or ideas between at least two people.

locomotor development
The part of physical development enabling a person to move. Creeping, scooting, crawling, walking, and running are forms of locomotor development.

manipulative
A toy or game requiring the use of small muscles. Puzzles and nesting toys are manipulatives.

maturation
Growth and development toward maturity.

modeling
A guidance technique in which the adult acts in the way he or she wants the child to act.

Moro reflex
A reflex seen in a startled infant in which she extends legs, arms, and fingers, arches her back, and draws back her head.

nonsexist
Equal treatment of females and males in books, toys, activities, and attitudes.

nurture
To provide what is needed with a loving, caring attitude.

object permanence
The concept that things exist even when they cannot be seen.

palmar reflex
See grasping reflex.

parent
An adult who is the child's natural mother or father, or legal guardian.

positive language
A guidance technique in which preferred behavior is stated in a positive, firm way. For example, "Use your spoon for eating," is more positive than "Don't hit the table with your spoon."

preoperational period
A period of development identified by Jean Piaget from about two to six years of age, where the child has developed the ability to use language and other symbols in learning.

prosocial behaviors
Actions for the benefit of others.

proximodistal law
A principle of body development in which development begins in the center of the body and goes outward to the hands and feet.

reciprocal interaction
When two people are mutually aware of and respond to one another's behavior or emotions.

redirect
To offer a more acceptable behavior when a child is behaving or about to behave in a negative way.

reflexes
An inborn set of behaviors which occur automatically. Some examples are the rooting, swallowing, Moro, palmar grasp, and stepping reflexes.

responsive
Description of a person who takes appropriate action to meet another's needs based on an awareness of or sensitivity to needs.

rooting reflex
A response seen in an infant when his cheek is stroked with a finger or nipple, his head turns toward the stimulus, and his mouth opens.

running record
A type of recording which covers a continuous period of time.

schema
Mental image or construct.

sensorimotor period
A period of development identified by Jean Piaget from birth to about 24 months where the child learns by using senses and physical abilities.

sensory stimulation
Involving the senses in learning, including listening, speaking, looking, touching, and tasting.

sensory systems
The body systems which gather information through the senses. These include hearing, seeing, smelling, tasting, and touching.

separation anxiety
A fear of being left or separated, usually from parents.

startle reflex
See Moro reflex.

stepping reflex
A reflex seen in an infant in which she appears to walk in a coordinated way if held upright with feet touching a flat surface.

stranger anxiety
A fear of a person who is not familiar.

sucking reflex
When an infant sucks using his tongue and mouth in response to an object being placed in his mouth.

telegraphic speech
Speech using only the words needed to give a message, usually only object and action words, such as "Me go."

theory
An explanation of why something happens.

tonic neck reflex
A reflex seen when an infant's head is turned to one side, and he turns his whole body to one side and extends arms and legs on that side while flexing opposite limbs.

transition
A planned event between activities. Examples include a song, a finger play, or a game which moves a group of children from one activity to another.

walking reflex
See stepping reflex.

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